2016 - 2017 Annual Assessment Report

Bachelor of Science Strategic Communication



School of Media & Strategic Communication Strategic Communications – Bachelor of Science

Assessment Report Form 2016-2017

Date of Report: 8/30/2017

Name of Person Submitting Report: Gina J. Noble, Associate Director of Undergraduate Studies, School of Media & Strategic Communications

A. Program Information:

Assessment Coordinator's Name: Gina Noble

Assessment Coordinator's Email Address: gina.noble@okstate.edu

Number of students enrolled in the program 2016-2017: 210

Number of students graduated in 2016-2017: 77

B. Program Mission Statement

To educate the future leaders in mass communication from Oklahoma, its neighboring states, the nation and the world to be responsible and effective communicators who facilitate and promote participation in a democratic society through excellence in practice, ethical behavior, a critical stance, and embracing change through lifelong learning. Oklahoma State University School of Media & Strategic Communications will do this by promoting:

	Critical thinking
	Creativity
	Global awareness
	Appreciation for the liberal art
	Adaptability
	Problem solving skills
	Diversity
	Leadership
П	Community involvement

C. University Assessment Funds

Were university assessment funds used by the department/program for assessment activities?

Yes
No
Funds were used to pay SMSC alumni to assess student digital portfolios. SMSC selected and paid alumni who had been working professionally at least three-to-five years (or more) in media, sports media and strategic communications (representative of SMSC's three programs). Funds were also used to pay one SMSC professor to assess the same portfolios. The funds helped legitimize the importance of SMSC's assessment research to participating alumni because they took their jobs seriously and gave in-depth answers to help us better understand our students' strengths and weaknesses, which helps faculty improve curricula. One-hundred percent of the selected participants completed the survey.

D. Student Learning Outcomes

NOTE...We have two degrees in strategic communications: a Bachelor of Science and a Bachelor of Arts. The only difference between the two is a foreign-language requirement in the Bachelor of Arts.

NOTE...The following student learning outcomes are the same for each of the six degrees in the School of Media & Strategic Communication because of accreditation requirements set by our accrediting council – the Accrediting Council on Education in Journalism and Mass Communication http://www.acejmc.org/policies-process/nine-standards/

The following student learning outcomes were assessed:

Learning outcome 1.

Students will demonstrate an appreciation of the constitutional freedoms, legal issues and ethical principles involved in mass communication.

Learning outcome 2.

Students will demonstrate an understanding of the relevance of human diversity in mass communications.

Learning outcome 3.

Students will demonstrate respect for the history and social role of mass communications.

Learning outcome 4.

Students will demonstrate critical, creative and independent thinking as they relate to individual disciplines in mass communication.

Learning outcome 5.

Students will demonstrate an understanding of the relevant theories and concepts of mass communication.

Learning outcome 6.

Students will demonstrate an understanding of the methods and techniques of research and information gathering.

Learning outcome 7.

Students will demonstrate an understanding of the writing, editing and production techniques of mass communication specialties.

Learning outcome 8.

Students will demonstrate an understanding of relevant planning and management methods in mass communication.

Assessment Method #1 – Graduatin	g Senior Survey and Exit Interviews	
Learning Outcomes 1, 2, 3, 5, 8		
D1) Student Learning Outcome #1:	Students will demonstrate an apprecia	ition of the constitutional
freedoms, legal issues and ethical p	orinciples involved in mass communicat	ion.
Students are required to take MC 2003, Me ethical considerations professionals in the f	this outcome during the 2016-2017 academic y dia in a Diverse Society, which devotes one-two l ield may face. Students are required to take MC 4 tion; both classes cover this student-learning out	ectures introducing media law and the 1163, Mass Communication Law, and MC
How many students were included in the a	ssessment of this outcome?	
How were students selected to participate Using a "graduating seniors" list provided b www.randomizer.com. Each student was enthen selected using the randomizer software.	y academic counselors, 10 SC names were randor nailed and ask to participate in a senior exit inter	mly selected using view; all said yes. Five students were
Assessment Methods Identify the method(s) used to assess this le	arning outcome. Check all that apply.	
Survey □Rating of skills (e.g., rubrics) □Analysis of written artifacts □Comprehensive, certification, or professional exam(s) □Oral presentation □Course project	☐ Satisfaction Survey ☐ Benchmarking ☐ Measuring effectiveness relative to professional standards ☐ Review of thesis/dissertation/ creative component ☐ Capstone project ☐ Internship	 ☑Interviews ☐Performance or jury ☐Visual collection (photos, videos, etc.) ☐Review of student research ☐Other (please specify):
Surveys and interviews were conducted with The assessment coordinator / associate directions, they were asked to take a survey for I	arning experiences in the major – questions were	Outcomes 1, 2, 3, 5 & 8.
graduating seniors "agree" they understand	e a goal set for this learning outcome? Least 4 (out of 5) on each question on the senior of and have an appreciation for the constitutional ation. This was the first year to specify a goal, and	exit survey, which would indicate that freedoms, legal issues and ethical
Provide a summary of the results from the Learning Outcome #1 score: 4.4 out of 5 per The scale ratings included:	assessment of Learning Outcome 1. pints. Goal achieved.	

2 – disagree

1 – strongly disagree

What do the results suggest about student achievement of this learning outcome?

4 – agree

3 – neutral

5 – strongly agree

The score indicates students were very satisfied with their knowledge of constitutional freedoms, legal issues and ethical principles in mass communication. Three students "strongly agreed" they had a good understanding of the First Amendment, one student "agreed" she was more comfortable discussing constitutional freedoms and legal issues that are media related, and one student was "neutral" regarding her understanding of this Learning Outcome.

During the interview, all students agreed they have gained knowledge during their coursework regarding constitutional freedoms and ethical principles. All students recalled hearing about law and ethics in multiple classes. Two said they struggled to understand ethical principles taught in SMSC, but they had learned about same ethical principles in Philosophy and Religion, which made them more comfortable using the theories. Another student said she felt the ethical principles were repeated in Introduction to Strategic Communications, Religion and Ethics – she said she was thankful to hear the principles repeated across classes and departments.

The School should continue to discuss constitutional freedoms and ethical considerations across its curriculum, and more classes should include ethical principles if possible.

D2) Student Learning Outcome #2: Students will demonstrate an understanding of the relevance of human diversity in mass communications.

Identify opportunities for students to learn this outcome during the 2016-2017 academic year:

All SMSC students are required to take the core course, Media In A Diverse Society, which places considerable emphasis on the relevance of diversity in mass communications and the media. Diversity is also covered in the Introduction to Strategic Communications required course, which all strategic communication majors are required to take. Many courses in strategic communications discuss diversity, including Persuasive Writing, Graphic Design, Research Methods, Campaigns and Media & Markets.

How many students were included in the assessment of this outcome?

5

How were students selected to participate in the assessment of this outcome?

Using a "graduating seniors" list provided by academic counselors, 10 SC names were randomly selected using www.randomizer.com. Each student was emailed and ask to participate in a senior exit interview; all said yes. Five students were then selected using the randomizer software.

Assessment Methods

Identify the method(s) used to assess this learning outcome. Check all that apply.

rachtify the methodis, asea to assess the			
Survey □Rating of skills (e.g., rubrics) □Analysis of written artifacts □Comprehensive, certification, or professional exam(s) □Oral presentation □Course project	☐ Satisfaction Survey ☐ Benchmarking ☐ Measuring effectiveness relative to professional standards ☐ Review of thesis/dissertation/ creative component ☐ Capstone project ☐ Internship	□ P □ V □ R □ O	nterviews erformance or jury isual collection (photos, videos, etc.) eview of student research other (please specify): k here to specify.
Describe the how the assessment method was implemented, administered, and/or conducted. Surveys and interviews were conducted with graduating seniors, which measured Learning Outcomes 1, 2, 3, 5 & 8. The assessment coordinator / associate director conducted six senior exit interviews. First, they were asked to take a survey and rank their skills for learning outcomes. (See appendix). Next, they were asked to talk about their learning experiences in the major – questions were embedded in the conversation to measure Learning Outcomes (see appendix).			
Did your department/program faculty hav	e a goal set for this learning outcome?	⊠Yes	□No

The goal was to receive a mean score of at least 4 (out of 5) on each question in the senior exit survey, which would indicate graduating seniors "agree" they understand and have learned a lot about the relevance and need for diversity in mass media and communications. This was the first year to specify a goal, and the goal was based on 2016 results.

Provide a summary of the Learning Outcome #2 scor The scale ratings included	re: 4.8 out of 5	he assessment of points. Goal achie	Learning Outcome eved.	e 2 .	
5 – strongly agree	4 – agree	3 – neutral	2 – disagree	1 – strongly disagree	
What do the results sugg Students' survey scores w of diversity issues in mass understanding of diversity	ere 4.8/5, whic communication	h indicates studer	nts strongly agreed	tcome? I and were satisfied in their learning and one student "agreed" they had a	and understanding a good
During the interview, all s discussed diversity in seve	tudents agreed eral SC classes, r	they felt confider mainly regarding a	nt in their understa audiences.	anding of diversity issues and all agre	ed they had:
The School should continu	ue to discuss div	ersity across its c	urriculum.		
Timeline for the Assessm	ent				
☐ Each Semester		⊠Yearly		☐ Every other yea	r
D3) Student Learning (communications.	Outcome #3:	Students will	demonstrate r	espect for the history and soc	ial role of mass
Ethics. All of the courses in	to take the follo include curriculare exposed to	owing core cours a on the history a o the history of a	es: Media in a Div and social role of dvertising, public	17 academic year: verse Society, Mass Communication mass communications. In addition, Relations and strategic communica se in History of Mass Communication	, strategic ations in the
How many students were	included in the	assessment of th	is outcome?		
The assessment coordinate	re conducted war or / associate dia ke a survey and alk about their l	ith graduating ser rector conducted I rank their skills f	niors, which measu five SC senior exit or learning outcor	red Learning Outcomes 1, 2, 3, 5 & ٤ interviews.	
Assessment Methods Identify the method(s) us	ed to assess this	s learning outcom	e. Check all that a	oply.	
⊠Survey □Rating of skills (e.g., ru □Analysis of written arti		□Compre profession □Oral pre □Course p	sentation	☐Benchmarking	ectiveness relative to

☐ Review of thesis/dissertation/ creative component ☐ Capstone project ☐ Internship	☑Interviews☐Performance or jury☐Visual collection (photos, videos, etc.)☐Review of student research	☐ Other (please specify): Click here to specify.			
Describe the how the assessment method was implemented, administered, and/or conducted. Using a "graduating seniors" list provided by academic counselors, 10 SC names were randomly selected using www.randomizer.com . Each student was emailed and ask to participate in a senior exit interview; all said yes. Five students were then selected using the randomizer software.					
graduating seniors "agree" they understand ar	goal set for this learning outcome? Yest 4 (out of 5) on each question in the senior exident have learned a lot about the relevance and nacify a goal, and the goal was based on 2016 res	it survey, which would indicate eed for diversity in mass media and			
Provide a summary of the results from the ass Learning Outcome #3 score: 4.4 out of 5 point					
What do the results suggest about student achievement of this learning outcome? Students' survey scores were 4.4/5, which indicates students strongly agreed and were satisfied in their learning and understanding of the history and societal role of mass communications. Four students "strongly agreed" and one student "disagreed" they had a good understanding of the history and societal role of mass communications.					
During the interview, four of the five students and role in society. One disagreed.	agreed they felt confident in their understandir	ng of mass communication's history			
The School is doing a good job of presenting and incorporating the history and societal role of mass communications in its curricula.					
Timeline for the Assessment					
☐ Each Semester	⊠Yearly	□Every other year			
04) Student Learning Outcome #5: Stud concepts of mass communication.	lents will demonstrate an understand	ing of the relevant theories and			
dentify opportunities for students to learn this outcome during the 2016-2017 academic year: All students are required to take the following core courses: Media in a Diverse Society, Electronic Communications, Mass Communication Law and Media Ethics. All of the courses include material on the relevant theories and concepts of mass communications. In addition, strategic communications students are exposed to and asked to apply to the relevant theories and concepts of Strategic Communications through most of the courses in SC, including the capstone course.					
How many students were included in the assess	sment of this outcome?				
How were students selected to participate in the		comes 1, 2, 3, 5 & 8.			

Next, they were asked to talk about their learning experiences in the major – questions were embedded in the conversation to measure

The assessment coordinator / associate director conducted five senior exit interviews.

Learning Outcomes (see appendix).

First, they were asked to take a survey and rank their skills for learning outcomes. (See appendix).

Assessment Methods	Clark Whitehamphi	
Identify the method(s) used to assess this lear		⊠Interviews
⊠Survey	Satisfaction Survey	☐ Performance or jury
Rating of skills (e.g., rubrics)	☐ Benchmarking ☐ Measuring effectiveness relative to	□Visual collection (photos, videos, etc.)
☐ Analysis of written artifacts	professional standards	Review of student research
□Comprehensive, certification, or	Review of thesis/dissertation/ creative	☐ Other (please specify):
professional exam(s)		Click here to specify.
☐ Oral presentation	component	Click field to specify.
☐Course project	☐ Capstone project☐ Internship	
Using a "graduating seniors" list provided by a	as implemented, administered, and/or conduc academic counselors, 10 SC names were randon illed and ask to participate in a senior exit interv	nly selected using
graduating seniors "agree" they understand a	a goal set for this learning outcome? \(\times \) Yest 4 (out of 5) on each question in the senior example of the senior example of the senior example of the senior and the goal was based on 2016 research.	kit survey, which would indicate need for diversity in mass media and
Provide a summary of the results from the as Learning Outcome #5 score: 4.4 out of 5 point	ssessment of Learning Outcome 4. ts. Goal achieved.	
learning outcome as compared to other lea	ass media theoretical concepts in their classes rning outcomes regarding their knowledge an er, when asked specifically about theories and	nd/or application of theoretical
The School should continue incorporating the should meet once per semester to discuss cur	oretical concepts of mass communications in it riculum in each class and what theories are tau	s curricula. Each program's faculty ght in class.
Timeline for the Assessment		
☐ Each Semester	⊠Yearly	□Every other year
DE) Student Learning Outcome #8: St	udents will demonstrate an understandi	ng of relevant planning and
management methods in mass comm	unication.	
The following courses offer curriculum that	this outcome during the 2016-2017 academic y t emphasize the importance of relevant plann ic communications: Persuasive Writing, SC Ma PR Writing and SC Campaigns.	ning and management methods in mass
How many students were included in the as	sessment of this outcome?	

How were students selected to participate in the assessment of this outcome?

Surveys and interviews were conducted with graduating seniors, which measured Learning Outcomes 1, 2, 3, 5 & 8.

First, they were asked to take a survey and rank Next, they were asked to talk about their learning Outcomes (see Appendix).	their skills for learning outcomes. (See Append	ix). mbedded in the conversation to measure
Assessment Methods Identify the method(s) used to assess this learn	ning outcome. Check all that apply.	
Survey □Rating of skills (e.g., rubrics) □Analysis of written artifacts □Comprehensive, certification, or professional exam(s) □Oral presentation □Course project	□ Satisfaction Survey □ Benchmarking □ Measuring effectiveness relative to professional standards □ Review of thesis/dissertation/ creative component □ Capstone project □ Internship	 ☑ Interviews ☐ Performance or jury ☐ Visual collection (photos, videos, etc.) ☐ Review of student research ☐ Other (please specify): Click here to specify.
Using a "graduating seniors" list provided by a	as implemented, administered, and/or conduct academic counselors, 10 SC names were random illed and ask to participate in a senior exit interv	nly selected using
graduating seniors "agree" they understand a	a goal set for this learning outcome? Solution of 5) on each question in the senior exist 4 (out of 5) on each question in the senior exist and have learned a lot about the relevance and recify a goal, and the goal was based on 2016 research.	it survey, which would indicate need for diversity in mass media and
Provide a summary of the results from the as Learning Outcome #8 score: 4.4 out of 5 poin	ssessment of Learning Outcome 4. ts. Goal achieved.	
indicated they developed a strong understa Strategies course, the Media Markets cours	chievement of this learning outcome? importance of learning about planning and manding of media planning and management the se, and the Capstone course, Campaigns; two senting and incorporating planning and manage	rough the Management and mentioned the Advanced PR Writing
Timeline for the Assessment		
☐ Each Semester	⊠Yearly	☐ Every other year

The assessment coordinator / associate director conducted five senior exit interviews.

Assessment Method #2: External Review of Graduating Senior Portfolios + Internship Supervisor Evaluations

Learning Outcomes 4, 6 and 7 assessed

D6) Student Learning Outcome #4: Students will demonstrate critical, creative and independent thinking as they relate to individual disciplines in mass communication.

Identify opportunities for students to learn this outcome during the 2016-2017 academic year:

This learning outcome is likely the most important component in all the courses in the degree. Students are challenged in their writing and reporting courses to critically assess information and audiences before presenting in the form of written artifacts. Courses would include:

- MC 2003 Media Style & Structure
- MC 2023 Electronic Reporting
- SC 3353 Persuasive Writing
- SC 3363 Graphic Design

- SC 3463 Event Planning
- SC 3953 Research Methods
- SC 4493 Advanced PR Writing
- SC 4843 Campaigns

How many students were included in the assessment of this outcome?

18: Internship assessment (10) and Portfolios assessment (8)

How were students selected to participate in the assessment of this outcome?

- 1. Students create a digital portfolio with artifacts created throughout the program and submit the portfolio to the instructor as part of their capstone class. At the advanced level, the artifacts available in seniors' portfolios were used to assess the learning outcomes. The links to graduating students' digital portfolios were entered into a spreadsheet. Ten percent of the Spring 2017 portfolio links were selected using the online randomizing tool, www.randomizer.com. Thus, of the 83 student portfolios received, 8 were selected for assessment for a total of 10 percent.
- 2. Ten student internship evaluation forms were randomly selected (www.randomizer.com), which represented about 20 percent of the internship evaluations.

Assessment Methods		
□Survey	☐ Satisfaction Survey	□Interviews
⊠Rating of skills (e.g., rubrics)	☐Benchmarking	☐Performance or jury
☐Analysis of written artifacts		
☐Comprehensive, certification, or	professional standards	☐ Review of student research
professional exam(s)	☐ Review of thesis/dissertation/ creative	☐Other (please specify):
☐ Oral presentation	component	Click here to specify.
□Course project	□ Capstone project	
	⊠Internship	

Describe how the assessment method was implemented, administered, and/or conducted.

In the portfolio assessment survey (see Appendix), Learning Outcome #4 is assessed in four categories:

- 1) if the student's work reflected the ability to analyze complex situations accurately (Excel Column D)
- 2) if the student was able to craft innovative solutions to difficult problems (Excel Column E)
- 3) if the student's work reflected looking beyond the obvious (Excel Column F)
- 4) if the student had the ability to effectively communicate complex ideas (Excel Column G)

*See Appendix For Excel Sheet / Results

External reviewers reviewed 8 portfolios and received two links: 1) a link to a student portfolio, and 2) a link to an online survey. Each reviewer was asked to review the student's work and rate the work on a 5-point-scale.

- 1= Poor or no representation of Learning Outcome
- 2= Somewhat poor representation of Learning Outcome
- 3= Average representation of Learning Outcome
- 4= Good representation of Learning Outcome
- 5= Outstanding representation of Learning Outcome

For the Internsh creative and ind point-scale.	nip Evaluation assessment survey (see Appendix), Learning dependent thinking. Internship Supervisors were asked to	g Outcome #4 was assessed in one category: critical, assess the student's work and rate the work on a 7-
1 =	Not Applicable	
2 =	Understanding Not Demonstrated	
3 =	Demonstrated Only Slightly	
4 =	Demonstrated Occasionally	
5 =	Demonstrated But Needs Work	
6 =	Demonstrated Well	
7 =	Expertly Demonstrated	
External Reviewer Internship assess *New for 2017 – Provide a summa External Reviewer Internship Assessindicates student	ment/program faculty have a goal set for this learning outcomer Portfolio Assessment = the goal was to exceed 2016 scores sment = the goal was to exceed 2016 scores, or better than a cone SMSC professor was selected to evaluate portfolios. For the results from the assessment of Learning Outcomers - Portfolios - the mean score was a 3.66 / 5, which is lowers a sment - the mean score was 6.7 / 7, which is a significant imputs' ability to think critically, creatively and independently. The Portfolios - 3.9 / 5	s, or better than a 4 out of 5. 4.6 out of 7. 4.6 out of 7. 4.6 r than the 4 / 5 ranking in 2016. The goal was not met. 5 provement from last years' score of 4.6. The score
Portfolio score: I which is lower the outcome with rewriting assignments be with portfolios in professional por	rults suggest about student achievement of this learning out The mean score for this learning outcome of demonstration than the previous year (4). The score indicates portfolios poom for improvement. Many of the professionals said the ents across curricula (that meet industry standards and be placed in the capstone portfolio is imperative. Furthermo in all upper-level classes. Faculty need to review student partfolio. Capstone professors should review portfolios at the professional work.	ng critical, creative and individual thinking was 3.66, rovided average representation of this learning re was not enough writing samples. Developing more est industry practices) and requiring more writing are, there needs to be more focus on helping students portfolios in each class to help students produce a
Assessment Coo field to review p However, many cause for concer	the way it recruits external reviewers, which may be the condinator asked SMSC alumni who had at least three-to-fix portfolios. In the past, SMSC used members of its Advisory of the board members were no longer practicing profession when they reviewed student work. Industry practices a flect best industry practices.	ve years' experience working the communications v Board to do the external portfolio reviews. ionals in the communications industry, which was
past years. Seve	uation score: The mean score of 6.7 indicates students are eral classes in SMSC's curricula focus on critical thinking are prepared to think on their own and to think critically a Assessment	nd creativity, and the evaluation results indicate the
☐ Each Semester	r ⊠Yearly	☐ Every other year

D7) Student Learning Outcome #6: Students will demonstrate an understanding of the methods and techniques of research and information gathering.

Identify opportunities for students to learn this outcome during the 2016-2017 academic year:

All students in Strategic Communication are required to take a course in Research Methods. All students are required to use research and data in their capstone project. They also need to have research skills to collect data for writing courses.

How many students were included in the assessment of this outcome?

18: Internship assessment (10) and Portfolios assessment (8)

How were students selected to participate in the assessment of this outcome?

- 1. Students create a digital portfolio with artifacts created throughout the program and submit the portfolio to the instructor as part of their capstone class. At the advanced level, the artifacts available in seniors' portfolios were used to assess the learning outcomes. The links to graduating students' digital portfolios were entered into a spreadsheet. Ten percent of the Spring 2017 portfolio links were selected using the online randomizing tool, www.randomizer.com. Thus, of the 83 student portfolios received, 8 were selected for assessment for a total of 10 percent.
- 2. Ten student internship evaluation forms were randomly selected (www.randomizer.com), which represented about 20 percent of the internship evaluations.

Assessment Methods

Identify the method(s) used to assess this learning outcome. Check all that apply.

□Survey	□Benchmarking	☐Performance or jury
⊠Rating of skills (e.g., rubrics)	☑Measuring effectiveness relative to professional standards	⊠Visual collection (photos, videos, etc.)
☐Analysis of written artifacts		⊠Review of student research
☐Comprehensive, certification, or	☐ Review of thesis/dissertation/ creative component	☐Other (please specify):
professional exam(s)	☐ Capstone project	Click here to specify.
☐ Oral presentation	⊠Internship	
☐ Course project	□Interviews	
☐Satisfaction Survey		

Describe the how the assessment method was implemented, administered, and/or conducted.

In the External Reviewers Portfolio assessment, Learning Outcome #6 assessed if the students' work showed evidence for

- 1. the ability to gather information effectively and competently (Excel Column H)
- 2. initiative and creativity in information gathering (Excel Column I)
- 3. use multiple methods and sources for research (Excel Column J)
- 4. to effectively communicate how the information was gathered (Excel Column K)

*See Appendix For Excel Sheet / Results

External reviewers reviewed 8 portfolios and received two links: 1) a link to a student portfolio, and 2) a link to an online survey. Each reviewer was asked to review the student's work and rate the work on a 5-point-scale.

- 1= Poor or no representation of Learning Outcome
- 2= Somewhat poor representation of Learning Outcome
- 3= Average representation of Learning Outcome
- 4= Good representation of Learning Outcome
- 5= Outstanding representation of Learning Outcome

In the Internship Assessment, supervisors provided an overall assessment of Learning Outcome #6 - an understanding of the methods and techniques used in research and information gathering.

Internship Supervisors were asked to assess the student's work and rate the work on a 7-point-scale.

- 1 = Not Applicable
- 2 = Understanding Not Demonstrated
- 3 = Demonstrated Only Slightly
- 4 = Demonstrated Occasionally
- 5 = Demonstrated But Needs Work
- 6 = Demonstrated Well
- 7 = Expertly Demonstrated

Did your department/program faculty have Yes, to score better than 3.67 / 5 (2016 Porti	a goal set for this learning outcome? folio score), and better than 5 / 7 (2016 Interns	Yes □No hip Score)
Provide a summary of the results from the a Internship Assessment Score: The mean score Portfolio Assessment Score: The mean score SMSC Professor Portfolio Score: 4/5	assessment of Learning Outcome 6. The was 6 / 7, which is a significant improvement The was 3.73, which is slightly higher than the 2010	over 2016. Goal achieved. 6 score of 3.67. Goal achieved
still room for improvement. The faculty show	achievement of Learning Outcome 6? roving on their information gathering skills in in uld find ways to incorporate more information go iting samples give reviewers a better understar tside professionals to make sure best industry p	gathering into class assignments, which nding of the students' information
Timeline for the Assessment		
☐ Each Semester	⊠Yearly	☐Every other year
D8) Student Learning Outcome #7: Si	tudents will demonstrate an understand	ding of the writing, editing and
production techniques of mass commu	inication specialties.	
All students are required to take the core co courses in their degree program, in this case Public Relations Writing. In addition, strateg	his outcome during the 2016-2017 academic yearses in Style and Structure and Electronic Co e Persuasive Writing, Copywriting and Creative fic communications students are expected to by planning and writing a strategic communications	ommunication, and writing-specific ve Strategy, Graphic Design and Advanced demonstrate these skills in their
How many students were included in the ass	essment of this outcome?	
18: Internship assessment (10) and Portfolios		
How were students selected to participate in	the assessment of this outcome?	
part of their capstone class. At the advance outcomes. The links to graduating student portfolio links were selected using the onli received, 8 were selected for assessment f		tfolios were used to assess the learning adsheet. Ten percent of the Spring 2017 Thus, of the 83 student portfolios
Ten student internship evaluation forms percent of the internship evaluations.	were randomly selected (<u>www.randomizer.c</u>	com), which represented about 20
Assessment Methods Identify the method(s) used to assess this led	arning outcome. Check all that apply.	
□Survey	☐Benchmarking	☐Performance or jury
☑Rating of skills (e.g., rubrics)		⊠Visual collection (photos, videos, etc.)
	professional standards ☐ Review of thesis/dissertation/ creative component	☐ Review of student research
☐Comprehensive, certification, or		☐Other (please specify):
professional exam(s)	⊠ Capstone project	Click here to specify.
☐ Oral presentation	⊠Internship	
☐ Course project		

 \square Interviews

☐ Satisfaction Survey

Describe	the how	the assessment method was implemented, administered, and/or conducted.
In the Fx	ternal Re	eviewers Portfolio assessment, Learning Outcome #7 is assessed in four categories:
	1)	evidence of the ability to write clearly and without errors (Excel Column L)
	2)	craft language for interesting and effective communication (Excel Column M)
	3)	write across platforms effectively (Excel Column N)
	4)	communicate to wide and diverse audiences (Excel Column O)
		pendix For Excel Sheet / Results
External	reviewe	rs reviewed 8 portfolios and received two links: 1) a link to a student portfolio, and 2) a link to an online
survey. E	ach rev	iewer was asked to review the student's work and rate the work on a 5-point-scale.
	1=	Poor or no representation of Learning Outcome
	2=	Somewhat poor representation of Learning Outcome
	3=	Average representation of Learning Outcome
	4=	Good representation of Learning Outcome
	5=	Outstanding representation of Learning Outcome
understa Internsh	nding of ip Super 1 = 2 = 3 = 4 = 5 = 6 = 7 =	Assessment, supervisors provided an overall assessment of Learning Outcome #7 – student demonstrates an the writing, editing and production techniques of mass communication specialties visors were asked to assess the student's work and rate the work on a 7-point-scale. Not Applicable Understanding Not Demonstrated Demonstrated Only Slightly Demonstrated Occasionally Demonstrated But Needs Work Demonstrated Well Expertly Demonstrated
Did your Yes, to so	departr	nent/program faculty have a goal set for this learning outcome? ⊠Yes □No er than in 2016.
Internsh achieved	ip Assess I.	ary of the results from the assessment of Learning Outcome 7. sment Score: The overall mean score was 6.70, which is significantly higher than the 2016 score of 4.5. Goal
Portfolio samples	Assessn are key	nent Score: The mean score was 3.65, which is a decline from 2016's score of 4.08. Goal not achieved. More writing to displaying students' writing skills.
	Y20 13	

SMSC Professor Portfolio Score: 4.2

What do the results suggest about student achievement of this learning outcome?

Students must add more writing samples to their portfolios, and the writing samples should demonstrate an understanding of how to write effectively across multiple platforms. Faculty need to do more portfolio reviews and must meet with industry leaders to understand best industry practices and what skills are expected by industry professionals when students graduate.

Timeline for the Assessment		
☐ Each Semester	⊠Yearly	☐ Every other year

Appendix

Page #	Document	_
15.	Senior Exit Survey Sample	
16.	Senior Interview questions	
17.	Portfolio Assessment survey	
22.	Portfolio Assessment Results – Excel Sheet	
23.	Internship Evaluations by Supervisor	

Senior Survey Sample

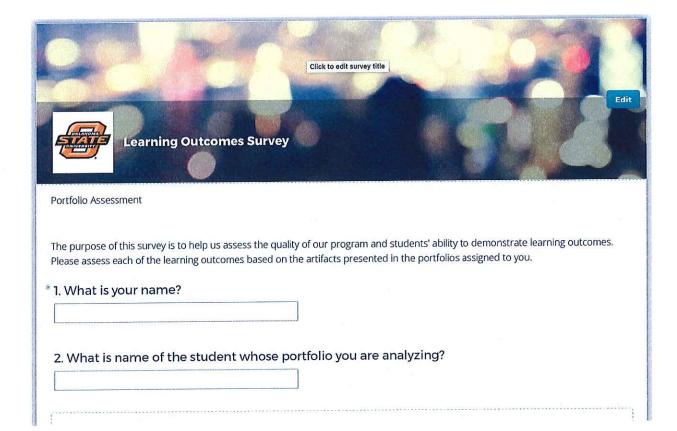
Name:
Circle one answer that reflects your level of achievement:
Learning Outcome 1: Students will demonstrate an appreciation of the constitutional freedoms, legal issues and ethical principles involved in mass communication.
Strongly agree - 5
Agree - 4
Neutral - 3
Disagree - 2
Strongly disagree – 1
Learning Outcome 2: Students will demonstrate an understanding of the relevance of human diversity in mass communication.
Strongly agree - 5
Agree - 4
Neutral - 3
Disagree - 2 Strongly disagree - 1
Strongly disagree - 1
Learning Outcome 3: Students will demonstrate respect for the history and social role of mass communications. Strongly agree - 5
Agree - 4
Neutral - 3
Disagree - 2
Strongly disagree – 1
Learning outcome 5: Students will demonstrate an understanding of the relevant theories and concepts of mass communications.
Strongly agree - 5
Agree - 4
Neutral - 3
Disagree - 2
Strongly disagree – 1
Learning outcome 8: Students will demonstrate an understanding of the relevant planning and management methods
in mass communication.
Strongly agree - 5
Agree - 4 Neutral - 3
Disagree - 2 Strongly disagree - 1
Strollkis alsakiee = T

Senior Interview Questions

- 1. Now that you're about to graduate, what stands out most about your education in the past four years?
- 2. Do you plan to work in your field of study?
- 3. What subject matter / classes were the most difficult to learn in your major? How did you do in the class? Do you still remember what you learned?
- 4. What did you learn that you feel is most beneficial to you? Why?
- 5. Do you think diversity is important in your field of study? Why?
- 6. Do you think you learned a lot about the history of our profession?
- 7. Where do you think you will be in your career in five years?
- 8. What things would you have liked to learn that you didn't?
- 9. Would you feel comfortable researching and planning an event or campaign?
- 10. How do you feel about this accomplishment?

Congratulations! You're an alumnae or alumnus.

Portfolio Assessment Survey





Learning Outcome 4

Learning Outcome 4: Demonstrate critical, creative and individual thinking.

Select the level of representation of the above learning outcome in the portfolio based on each of the following questions.
* 3. The ability to analyze complex situations accurately.
O No or poor representation of learning outcome.
 Somewhat poor representation of learning outcome.
Average representation of learning outcome.
○ Good representation of learning outcome.
Outstanding representation of learning outcome.
* 4. The ability to craft innovative solutions to difficult problems.
O No or poor representation of learning outcome.
O Somewhat poor representation of learning outcome.
Average representation of learning outcome.
○ Good representation of learning outcome.
Outstanding representation of learning outcome.
* 5. The ability to look beyond what is obvious and understand what lies beneath the surface.
O No or poor representation of learning outcome.
Somewhat poor representation of learning outcome.
Average representation of learning outcome.
○ Good representation of learning outcome.
Outstanding representation of learning outcome.
* 6. The ability to effectively communicate complex ideas and make them understandable.
No or poor representation of learning outcome.
 Somewhat poor representation of learning outcome.
Average representation of learning outcome.
Good representation of learning outcome.
Outstanding representation of learning outcome.

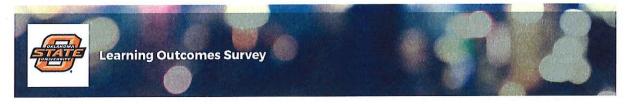


Learning Outcome 6

Good representation of learning outcome.

Outstanding representation of learning outcome.

Learning Outcome 6: Demonstrate an understanding of the methods and techniques of research and information gathering. Select the level of representation of the above learning outcome in the portfolio based on each of the following questions. * 7. Evidence of the ability to gather information effectively and completely. No or poor representation of learning outcome. Somewhat poor representation of learning outcome. Average representation of learning outcome. Good representation of learning outcome. Outstanding representation of learning outcome. * 8. Evidence of initiative and creativity in information gathering. No or poor representation of learning outcome. Somewhat poor representation of learning outcome. Average representation of learning outcome. O Good representation of learning outcome. Outstanding representation of learning outcome. * 9. The ability to use multiple methods and sources to research information. No or poor representation of learning outcome. Somewhat poor representation of learning outcome. Average representation of learning outcome. Good representation of learning outcome. Outstanding representation of learning outcome. * 10. The ability to effectively communicate how information was gathered. No or poor representation of learning outcome. O Somewhat poor representation of learning outcome. Average representation of learning outcome.



Thank you

We appreciate you sharing your time and expertise.

External Reviewer Results for SC Portfolios

	D	E 1	G	11	1	1	K	L	M	N	0	P	Q .	R	5	1	U	v	W	X	Y	Z	AA	AB	AC	AD	AE	AF	AG	A
ВС	-	er inneren		Married I	Wiss															AND THE REAL PROPERTY.									ALTERNATION OF	
Aerie Privata	4	5	5	5	5 5		5	5	5	4	4.40	te.	0.00								10000									
Acrie Prinche	5	5	5	5	5 5	5	5	5	5	5	5 570	ne'y Agro P	reespoint Dock	tonigns																
deric Princh.	4	4	4	4	4 4	4	4	4	3	3	3 44		1																	
alorie Pritch	5	5	5	5	5 5	5	5	4	4	5.	4 Apr					reference botter													-	
Jerie Princh	3	3	3	3	3 3	3	3	3	2	3	3 D14	gree D	eciga iso't éch s	udend's best stre	mgth; forus	portalio en eti	or work sample						-							
derie Princh	2	3	3	3	2 4	3	3	3	4	3	3 Du	pres T	Lis portetio do	not provide en	cup's write	g samples for m	e to properly to	ses shill level	Howarra, the	states care	tal she enjoys t	ound effring, s	a consider sticha	ing the side	the portfolia					
derie Priuh	3	5	5	5	5 5	5	5	5	5	5	5 Age	ne.																-		
sterie Princh	2	2	2	2	2 4	2	2	2	2	2	2 Sun	ng'y Disag T	THE MELL DO ME	ing samples in	this portal	io. Cassot scow	त्त्रकों स्थास्य के	student's shills.			1	Linna								
ts Young	4	5	4	4	5 5		5	4	4	3	3 40	re U	pdate the brown	r lote for the so	quarespane (site (currently it	's the definit 'er	he" which real	ly stands out 8	to the wrong o	HOTEL MA MOY	ut apt acuts	way sep cerft	will notice this	ddail). I wood	a sine secondari	end waterin are	reduces to a	the or newly see	
es Young	3	2	4		3 3	2	3	3	3	4	5 Ag	te. I	lus portfolio se s	is more example	les of inform	ation gathering	from multiple :	oartes, aculysi	& contribution &	citation, I kno	w the stateat c	in qo a presid i	a the contest, b	different always	clearly repres	titled of Cried.	Course emily	SOUTH ESTING	and description	elea o
rs Young	5	4	5	5	5 4	4	4	4	3	4	4 500	ngly Age T	Lis pordello refe	races 'econsis	ve" design o	apabilities but t	be design section	n in not so store	g mi daips	experience lac	ting from his m	ume Would o	commend stade	sts include relev	and courses or	expans upon a	distanti esper	ance within the	pecson, or can	THE R
er Young	3	4	4		4 3	3	3	3		5	5 Apr	ne. F	all name. This p	ricular portfoli	io makes it :	very bard to find	the muleur's fi	Hame - it was	et on his resu	ma and 1 d.5r	t field it would be	rn Board spean	gh the letters of	r-commondation	. 55203 150	Deed to chack	you cont bour	ace a espay	A sectors device	
es Young	2	2	3	3	3 2	3	3	2	3	3	3 Du	gree.									I		1							
es Young		,	1	2	2 2		2	4	3	3	3 Du	gree 3	haltiple example	fer design & m	riting, or se	move these sect	tions and focus	de postálio ca	radro graphic	s. For video gr	appies I would s	ecommend on	ng video clips to	der than stills t	a pola apresana	the Burning o	dicases (trea	MORNE BLAK COU	ncu)	200
o Young	3	-	4	4	, ,	3	4	4	4	5	4.Ap	te. A	for reviewing a	my of these per	et feliot, ene	thing that is mi	issing is actual t	rock that demos	natrates the abi	Loy to gather i	nherration, and	producil it, a	ed communicate	it effectively. C	has projects fo	t ungo ab och	Tools appoint airca	ment that crea	na for me, becw.	ae u.e
es Young	2	2	2	2	2 2	2	2	2	2	2	2 Apr	76.							1		A.,.							1.101		
ya Grozaba			4	4	5 5	4	4	4	4	5	1 Stre	ng'y Agro T	estimonials or re	ferences would	he nice as s	ample projects t	seem to be assig	I hosed tenant	his would add	to her experie	ace outside of u	timensy.								
ya Greenha				5	5 5	4	4	5	4	5	4 \$50	April O	verall, ber porti	go ant speed t	and professi	icaal. The photo	graphy section	rould be edited	dost to kight	ight the best pi	to bested some	m warfe un	t.							
ya Geeraha	,	,	2	2	3 3	,	3	4	3	2	3 Du	gree. I	ke portfalio doc	not provide any	y backgrous	od on the gallery	items. It is also	mainly occupa	jest (Lare). Il	e also did not	provide an abou	section or res	acus to leses co	e about him and	t atm panta	erested in pure	une			
ys Greenba		-	•	5	5 5		5	4	5	5	4 Str	April April	larcia's portfolio	has a balance of	feather)	background in	bemains for a	hent business	10.									Janes Land		
ya Greesha	1	,			1 1		2	3	2	2	2 Du	gree. T	diany mentione	video and suf-	a editing, b	of she didn't inc	bude samples. I	here was also o	as maker wit	ta serpto in	the Examples	d Writing" see	ion. The photog	taliph way bads	ik design samp	les were svers	fe many Ifer	about section i	requestion ware	me.
n a Greenba		- 1	5	5	5 5	4	5	5	5	3	1 14	re J	A e's portfolio m	isly forum on	social med	a compaigne, a	tiid are display	ed in an effecti	TE Way. A VE	aty of project	sariq eddou	his goals inch	led within his b	a Abo, bit full	eartet is sexua	oly available o	n the website or	resuma. The e	resember fores	1 MEIE
nya Grocaba				•				,	5	5	4 Stre	ngly Agen B	randon's portfol	o is excellent. b	dy only me	gerica would b	e to either rema	ve the photogra	phy section or	work so bud	ling it with same	ks tha much	his other great s	ork.						
nya Granska								1	4	4	4 Not	ther agree i A	driana has a sico	welcome home	e page, but :	the resume and a	Atilis sections li	t to the same o	COURL A day	abadable res	me would also	te helpful.								
riag Smith				1	1	2	2	4	4	3	3 Agr	ne. I	dways like to so	e a goal section.	What are t	try wanting to a	do with all of th	is in the long to	ca.										-	-
ries Smith					4 1	1	2	3	3	3	3 Ac	re. 3	fore writing Max	ples.																
rian Smith		- 1			4 1	1	1	4		5	4 \$70	ne'y Age C	oals. What he w	ents to accompli	lek.												1	I		
rien Smith	1			1	2 1	,	2	3	2	3	2 144	ther syme i V	rining samples.	The only work w	then was seen	cial media serre	enshots. Also to	ok me about 5 o	minutes to find	his full first a	at he case I t	brought his nam	e was IC for a b	step armiten	en on his resear	e except for a	secial media so	cort		
rian Smith				1	, 1	, ,	2	,	3	3	3 Nei	der serecció	ly biggest distra	tion was movie	g backgrou	nds, eval button	a for items, and	the fact that I c	ouldn't read a	eriting sample	without having	to download.	think the layou	peeds to be sim	plifed					-
Mary States				-	1		,	4	3	4	3 Du	eree T	tis porcetio ne	led to be simpli	Sed in my	ipation, but beef	ed up in conten	More camples	of each type o	work Not a	och was include	4								
		- 1	- 1	1						5	4 570	and some	cold not a lorde	nove color or si	botone O	wend very mond	laward and one	A clearly pay is	ne throubou	the page.	1						L			
trian Smith										2	3 Du	aree N	a weizing sample	, so remme, n	o goals. I so	te where he was	going with the	sixple hyour b	of it fell flat fo	e me. Doversit	in projects we	ald be good. A	let of design wi	à the same lego	her grintly,	a ton colfin	re what Luce is			
rian Smith	4													- Secretary may be																
rian Smith Irian Smith	3		2	2	1			- 1	5	-	4 500	sent vian																	1	-
rian Smith rian Smith icole Morga	3	•	1	4			4	•	5	•		mely Agree				1														
rian Smith rian Smith icole Morga icole Morga	1	•	2 1 5	4			1	3	3	•	4.4	ne.																		
rian Smith rian Smith ficule Morgan ficule Morgan ficule Morgan	4. 3 4. 5	5	3 4		5		3	3 3	5 4 5	•	4 Agr	ne.	wu very áfico	it to Said you s	name, I esde	ed up having to I	lock at a letter o	f recommends:	ica before I co	ald find at Ma	ike it obvious rip	ht from the st								
rian Smith rian Smith Scole Morga Scole Morga Scole Morga Scole Morga Scole Morga	4 3 4 5 1	, , ,	3 5 4 5	1	5 1		3 5	4 5 5	5 4 5 5	4 4 5	4 Agr	ne.	was very differ	it to find you n	same. I ende	ed up having to I folio that unfort	lock at a letter o	f recommends sy from the wo	ica before I co rk. I would lik	uld find it. Ma t to see more	ike d obvious rip replanation abou	ht from the sta t the work san	n. gles, buluding	he research that	west into then	, your role and	l the purpose of	ench pisse		
rian Smith Irian Smith Scole Morga Scole Morga Scole Morga Scole Morga Scole Morga Scole Morga	1 5 3	,	2 3 5 4 5 3	2 4 4 5 3	5		4 3 3 5	4 5 5 3	3 4 5 5	5 3	4 Agr 4 Stot 4 Agr 4 Not	ne. mg/y Agree. ne. h that becree i	Acre wat the ma	types through	out the port	felio that unfort	unately took av	ry from the wo	A I would like	e to see more :	explanation abou	the work san	n. ples, buhulag	he research that	west into thes	s, your role and	l the purpose of	ench piece		
rian Smith rian Smith Smith Morgan Smith Marga Smith Marga Smith Morgan Smith Morgan Smith Morgan Smith Morgan Smith Morgan Smith Morgan Smith Morgan	1 5 3 4	5	2 3 5 4 5 3 3	2 4 4 5 3	4 5 4 4		3 3 3	4 5 5 2 3	3 5 5 5 3	5 3 3	4 Apr 4 Stot 4 Apr 4 Nei 3 Nei	ne. mgiy Agree. ne. h thar agree i T thar agree i N	Acre wort seven lot all sections o	types through the portfelio ex	out the pure splaked the	folio that unfort buckground of	uzately took av the work sampl	ry from the wo es. I found this	d. I would like extremely help	e to see more o of all in some or	raplanation abou ma, and looking	i the work san in others.	gles, bulleding							
rian Smith rum Smith Scole Morga Scole Morga Scole Morga Scole Morga Scole Morga Scole Morga Scole Morga Scole Morga	1 5 3	5 5 4 5 4	2 3 5 4 5 3 3 4 4 6 1	2 4 4 5 3 4 5	4 5 4 4 5		3 3 3	4 5 5 3 2 2 3	3 4 5 5 3 3	5 3 5	4 Apr 4 Stot 4 Apr 4 Nei 3 Nei	ne. mgiy Agree. ne. h thar agree i T thar agree i N	Acre wort seven lot all sections o	types through the portfelio ex	out the pure splaked the	folio that unfort buckground of	uzately took av the work sampl	ry from the wo es. I found this	d. I would like extremely help	e to see more o of all in some or	raplanation abou ma, and looking	i the work san in others.	gles, bulleding						skills and person	uliyb
rian Smith iran Smith iran Smith iran Marga	1 5 3 4 5	3 5 4 5 4 5	2 3 5 4 5 3 3 4 1	2 4 4 5 3 4 5	4 4 4 4 4 4 5 5 5 5 5 5 5 5 5 5 5 5 5 5		3 3 5 4 4	4 5 5 3 2 2 3 4 4	3 4 5 5 3 3 5	4 4 5 3 3 5 3	4 Agr 4 Stot 4 Agr 4 Nei 3 Nei 4 Stot 2 Stot	ne. mgiy Agree. ne. h thar agree i T thar agree i N	Acre wort seven lot all sections o	types through the portfelio ex	out the pure splaked the	felio that unfort	uzately took av the work sampl	ry from the wo es. I found this	d. I would like extremely help	e to see more o of all in some or	raplanation abou ma, and looking	i the work san in others.	gles, bulleding						skills and person	sality b
tion Smith ion Smith code Micropa code Micro	1 5 3 4 5 1				4 4 4 4 4 4 5 5 5 5 5 5 5 5 5 5 5 5 5 5		4 3 3 5 4 4 4 1 135		5 5 5 5 3 5 5 6 14 148	4 4 4 5 3 3 5 3 149	4 Agr 4 Store 4 Agr 4 Nei 3 Nei 4 Store 2 Store 140	ne. mgiy Agree. ne. h thar agree i T thar agree i N	Acre wort seven lot all sections o	types through the portfelio ex	out the pure splaked the	folio that unfort buckground of	uzately took av the work sampl	ry from the wo es. I found this	d. I would like extremely help	e to see more o of all in some or	raplanation abou ma, and looking	i the work san in others.	gles, bulleding						skills and person	uliy)
fan Smith ian Sm	1 5 3 4 5			2 4 4 5 5 3 4 5 1 1 149 1 173 3							4 Agr 4 Stot 4 Agr 4 Nei 3 Nei 4 Stot 2 Stot	ne. mgiy Agree. ne. h thar agree i T thar agree i N	Acre wort seven lot all sections o	types through the portfelio ex	out the pure splaked the	folio that unfort buckground of	uzately took av the work sampl	ry from the wo es. I found this	d. I would like extremely help	e to see more o of all in some or	raplanation abou ma, and looking	i the work san in others.	gles, bulleding						drills and perior	niy)

	1		1	- 1		1		1			1	-	
sc													
Shipka		3	4	4	3	4	4	4	3	4	4	4	3 /
Shipka	BARRET	4	4	5	4	4	4	4	4	4	4	4	5
		4	3	4	4	5	4	4	4	4	5	4	4 5
Shipka	BEFER S	5	5	4	5	4	5	4	4	4	5	5	5 5
Shipka		3	3	3	4	3	4	3	3	3	4	3	4 1
Shipka		3	4	3	4	3	3	4	4	4	4	4	4 /
Shipka		5	5	2	5	4	5	5	4	5	5	5	5
Shipka		4	5	5	5	5	5	4	5	5	5	5	5 5
	total	31	33	30	34	32	34	32	31	33	36	34	35
	mean	3.8	4.1	3.7	4.25	4	4.2	4	3.8	4.1	4.5	4.2	4.3
	total	70	72	67	74	74	74	68	70	72	74	74	75
	mean	3.8	4	3.7	4.1	4.1	4.1	3.7	3.8	4	4.1	4.1	4.1
	overall - 3.96												
					l.	100		100	10	10	20		

Internship Supervisor Survey

To what extent does the intern demonstrate the following characteristics?	Not applicable	Not demonstrated	Demonstrated	Demonstrated occasionally	Demonstrated but	Demonstrated well	Expertly demonstrated
	1	2	3	4	5	6	7
An understanding of the relevant constitutional freedoms, legal issues and ethical principles in mass communications.							
2. An understanding of the relevance of human diversity in mass communications.							
3. An understanding of the history and social role of mass communications.							
4. Critical, creative and individual thinking.							
5. An understanding of the relevant theories and concepts of mass communications.							
6. An understanding of the methods and techniques of research and information gathering.							
7. Appropriate writing, editing and production techniques in mass communications.							
8. An understanding of relevant planning and management methods in mass communications.							

2016 - 2017 Annual Assessment Report

Bachelor of Arts Sports Media



School of Media & Strategic Communication Sports Media – Bachelor of Arts

Assessment Report Form 2016-2017

Date of Report: 8/30/2017

Name of Person Submitting Report: Gina J. Noble, Associate Director of Undergraduate Studies, School of Media & Strategic Communications

A. Program Information:

Assessment Coordinator's Name: Gina Noble

Assessment Coordinator's Email Address: gina.noble@okstate.edu

Number of students enrolled in the program 2016-2017: 150

Number of students graduated in 2016-2017: 35

B. Program Mission Statement

To educate the future leaders in mass communication from Oklahoma, its neighboring states, the nation and the world to be responsible and effective communicators who facilitate and promote participation in a democratic society through excellence in practice, ethical behavior, a critical stance, and embracing change through lifelong learning. Oklahoma State University School of Media & Strategic Communications will do this by promoting:

~0.	
	Critical thinking
	Creativity
	Global awareness
	Appreciation for the liberal arts
	Adaptability
	Problem solving skills
	Diversity
	Leadership
	Community involvement

C. University Assessment Funds

Were university assessment funds used by the department/program for assessment activities?

Yes
No
Funds were used to pay SMSC alumni to assess student digital portfolios. SMSC selected and paid alumni who had been working professionally at least three-to-five years (or more) in media, sports media and strategic communications (representative of SMSC's three programs). Funds were also used to pay one SMSC professor to assess the same portfolios. The funds helped legitimize the importance of SMSC's assessment research to participating alumni because they took their jobs seriously and gave in-depth answers to help us better understand our students' strengths and weaknesses, which helps faculty improve curricula. One-hundred percent of the selected participants completed the survey.

D. Student Learning Outcomes

NOTE...We have two degrees in sports media: a Bachelor of Science and a Bachelor of Arts. The only difference between the two is a foreign-language requirement in the Bachelor of Arts.

NOTE...The following student learning outcomes are the same for each of the six degrees in the School of Media & Strategic Communication because of accreditation requirements set by our accrediting council – the Accrediting Council on Education in Journalism and Mass Communication http://www.acejmc.org/policies-process/nine-standards/

The following student learning outcomes were assessed:

Learning outcome 1.

Students will demonstrate an appreciation of the constitutional freedoms, legal issues and ethical principles involved in mass communication.

Learning outcome 2.

Students will demonstrate an understanding of the relevance of human diversity in mass communications.

Learning outcome 3.

Students will demonstrate respect for the history and social role of mass communications.

Learning outcome 4.

Students will demonstrate critical, creative and independent thinking as they relate to individual disciplines in mass communication.

Learning outcome 5.

Students will demonstrate an understanding of the relevant theories and concepts of mass communication.

Learning outcome 6.

Students will demonstrate an understanding of the methods and techniques of research and information gathering.

Learning outcome 7.

Students will demonstrate an understanding of the writing, editing and production techniques of mass communication specialties.

Learning outcome 8.

Students will demonstrate an understanding of relevant planning and management methods in mass communication.

Assessment Method	#1 – Graduating	g Senior Surv	ey and Exit Inter	views	
Learning Outcomes	1, 2, 3, 5, 8				
D1) Student Learning	Outcome #1:	Students wil	demonstrate a	n appreciatio	on of the constitutional
freedoms, legal issue					
	7				
Identify opportunities for					
All students are required	to take the core	courses in Mass	Communication L	aw and Media i	etnics.
How many students were	included in the as	ssessment of th	s outcome?		
5					
Each student was emailed randomizer software.	rs" list provided by	academic coun	selors, 10 SPM nam	es were random	nly selected using <u>www.randomizer.com</u> . lents were then selected using the
Assessment Methods Identify the method(s) us	sed to assess this l	earning outcom	e. Check all that app	oly.	
⊠Survey		□Satisfact	ion Survey		⊠Interviews
☐ Rating of skills (e.g., ru		□Benchm	100-00-00-00-00-00-00-00-00-00-00-00-00-		□ Performance or jury
☐Analysis of written art			ng effectiveness rel	ative to	□Visual collection (photos, videos, etc.
☐Comprehensive, certif	fication, or	989	al standards	m / amonting	Review of student research
professional exam(s)		componen	of thesis/dissertatio	ny creative	☐Other (please specify):
☐Oral presentation ☐Course project		Capston			
□Course project		□Internsh			
Describe the how the as Surveys and interviews of The assessment coordin First, they were asked to Next, they were asked to measure Learning Outco	were conducted wi ator / associate dir o take a survey for o talk about their lo	th graduating so rector conducte Learning Outcon earning experie	eniors, which measu d five MMJ senior e nes (See appendix)	ured Learning Ou xit interviews.	ed. utcomes 1, 2, 3, 5 & 8. embedded in the conversation to
graduating seniors "agre	a mean score of at ee" they understan	least 4 (out of 9 d and have an a	on each question ppreciation for the	on the senior ex constitutional fr	s □No kit survey, which would indicate that reedoms, legal issues and ethical the goal was based on 2016 results.
Provide a summary of t	he results from the	e assessment of	Learning Outcome	1.	
Learning Outcome #1 sc The scale ratings include		oints. Goal achi	eved.		
5 – strongly agree	4 – agree	3 – neutral	2 – disagree	1 – strongly di	isagree

What do the results suggest about student achievement of this learning outcome?

Results indicate students were satisfied with their knowledge of constitutional freedoms, legal issues and ethical principles in mass communication. Three students "strongly agreed" and two students "agreed" they had a good understanding of the First Amendment. One student said there should be more emphasis regarding ethics and law in other classes. During the interview, one student said he learned more in the Law class than in any other class, and all students recalled hearing about law and ethics in multiple classes. Three students said they were not comfortable discussing ethical principles and would not feel comfortable discussing ethical principles with professionals in the field.

The School should continue to discuss constitutional freedoms and ethical considerations across its curriculum.

D2) Student Learning Outcome #2: Students will demonstrate an understanding of the relevance of human diversity in mass communications.

Identify opportunities for students to learn this outcome during the 2016-2017 academic year:

All students are required to take the core course Media in a Diverse Society, which places considerable emphasis on the relevance of diversity in mass communications and the media. Also, the relevance of diversity is also covered in all of the Sports Media curriculum, including but not limited to Sports in the Media and Contemporary Sports Media.

How many students were included in the assessment of this outcome?

5

How were students selected to participate in the assessment of this outcome?

Using a "graduating seniors" list provided by academic counselors, 10 SPM names were randomly selected using www.randomizer.com. Each student was emailed and ask to participate in a senior exit interview; all said yes. Five students were then selected using the randomizer software.

Assessment Methods

Identify the method(s) used to assess this learning outcome. Check all that apply.

Survey □Rating of skills (e.g., rubrics) □Analysis of written artifacts □Comprehensive, certification, or professional exam(s) □Oral presentation □Course project	□ Satisfaction Survey □ Benchmarking □ Measuring effectiveness relative to professional standards □ Review of thesis/dissertation/ creative component □ Capstone project □ Internship	☑Interviews ☐Performance or jury ☐Visual collection (photos, videos, etc.) ☐Review of student research ☐Other (please specify): Click here to specify.
Surveys and interviews were conducted with the assessment coordinator / associate different they were asked to take a survey and	I rank their skills for learning outcomes. <mark>(See App</mark> earning experiences in the major – questions we	Outcomes 1, 2, 3, 5 & 8.
graduating seniors "agree" they understar	we a goal set for this learning outcome? Eleast 4 (out of 5) on each question in the senior and have learned a lot about the relevance and specify a goal, and the goal was based on 2016 in	d need for diversity in mass media and

Provide a summary of the results from the assessment of Learning Outcome 2.

Learning Outcome #2 score: 4.6 out of 5 points. Goal achieved.

The scale ratings include 5 – strongly agree		3 – neutral	2 – disagree	1 – strongly di	sagree					
What do the results sug Students' survey scores of diversity issues in ma understanding of divers	were 4.6/5, which in ss communications.	dicates students	s strongly agreed	and were satisfie	ed in their learning and understanding cs "agreed" they had a good					
During the interview, all discussed diversity in se	During the interview, all students agreed they felt confident in their understanding of diversity issues and all agreed they had discussed diversity in several classes in their major.									
The School should conti	nue to discuss divers	ity across its cur	riculum.							
Timeline for the Assess	ment									
☐ Each Semester		⊠Yearly			☐ Every other year					
D3) Student Learning communications.	Outcome #3: Sto	udents will de	emonstrate res	spect for the	history and social role of mass					
Ethics, All of the courses	I to take the followi include curricula or the history of sport	ng core courses n the history an is media in the S	s: Media in a Dive d social role of m	erse Society, Ma nass communica	: oss Communication Law and Media outions. In addition, Sports Media Only, an elective course in History of					
How many students were	included in the ass	essment of this	outcome?							
How were students select Surveys and interviews we The assessment coordinate First, they were asked to Next, they were asked to Learning Outcomes (see a	ere conducted with p tor / associate direct take a survey and ran talk about their lear	graduating senion for conducted fiven In their skills for	ors, which measur ore MMJ senior exi Tlearning outcome	ed Learning Outo t interviews. es. <mark>(See appendi</mark> :						
Assessment Methods Identify the method(s)	used to assess this led	arning outcome.	Check all that ap	oly.						
Survey □ Rating of skills (e.g., r □ Analysis of written ar □ Comprehensive, certi professional exam(s) □ Oral presentation □ Course project	tifacts	professional	king g effectiveness rel standards thesis/dissertatio project	B 8	 ☑Interviews ☐Performance or jury ☐Visual collection (photos, videos, etc.) ☐Review of student research ☐Other (please specify): Click here to specify. 					

Using a "graduating seniors" list provided	od was implemented, administered, and	
- BANG MANGESTANG	2000-200 DO	or exit interview; all said yes. Five students were
		or exit litterview, all salu yes. Five students were
then selected using the randomizer softv	vare.	
Did your department/program faculty he The goal was to receive a mean score of graduating seniors "agree" they understate communications. This was the first year to	at least 4 (out of 5) on each question in t and and have learned a lot about the rele	he senior exit survey, which would indicate evance and need for diversity in mass media and
Provide a summary of the results from t Learning Outcome #3 score: 4.6 out of 5		
What do the results suggest about stude Students' survey scores were 4.6/5, which of the history and societal role of mass congood understanding of the history and societal	h indicates students strongly agreed and ommunications. Three students "strongly	ne? I were satisfied in their learning and understanding y agreed" and two students "agreed" they had a
The School is doing a good job of present and should continue on this path.	ing and incorporating the history and so	cietal role of mass communications in its curricula
Timeline for the Assessment		
☐ Each Semester	⊠Yearly	☐ Every other year
concepts of mass communication. Identify opportunities for students to lear All students are required to take the followord communication Law and Media Ethics. A	n this outcome during the 2016-2017 ac owing core courses: Media in a Diverse Il of the courses include material on th	rademic year: Society, Electronic Communications, Mass re relevant theories and concepts of mass to apply to the relevant theories and concepts of
Sports Media through most of the course	es in SPM, including the capstone cours	
How many students were included in the 5	assessment of this outcome?	
How were students selected to participate Surveys and interviews were conducted wi The assessment coordinator / associate dir First, they were asked to take a survey and Next, they were asked to talk about their learning Outcomes (See appendix).	th graduating seniors, which measured L ector conducted five senior exit intervier rank their skills for learning outcomes. (ws.
Assessment Methods		
Identify the method(s) used to assess this		
⊠Survey	☐ Oral presentation	☐ Measuring effectiveness relative to
☐ Rating of skills (e.g., rubrics)	☐ Course project	professional standards ☐ Review of thesis/dissertation/ creative
☐ Analysis of written artifacts	☐ Satisfaction Survey	component
☐Comprehensive, certification, or professional exam(s)	☐Benchmarking	☐Capstone project

□Internship ☑Interviews □Performance or jury	☐ Visual collection (photos, videos, etc.) ☐ Review of student research ☐ Other (please specify):	Click here to specify.		
Describe the how the assessment method was Using a "graduating seniors" list provided by a www.randomizer.com. Each student was email then selected using the randomizer.	cademic counselors, 10 MMJ names were ran-	domly selected using		
Did your department/program faculty have a The goal was to receive a mean score of at lea graduating seniors "agree" they understand a communications. This was the first year to spe	st 4 (out of 5) on each question in the senior e nd have learned a lot about the relevance and	need for diversity in mass media and		
Provide a summary of the results from the as Learning Outcome #5 score: 4.4 out of 5 point	sessment of Learning Outcome 5. ts. Goal achieved.			
What do the results suggest about student achievement of this learning outcome? The students agreed they learned basic mass media theoretical concepts in their classes, but two students said they don't recall discussing theories during any sports classes. Three said they were much less confident in this learning outcome as compared to other learning outcomes regarding their knowledge and/or application of theoretical concepts. One said more emphasis should be placed on theories in sports media.				
The School should continue incorporating the (Sports Media, Strategic Communications and class and what theories are taught in class.	oretical concepts of mass communications in i Multimedia Journalism) should meet once pe	ts curricula. Each program's faculty r semester to discuss curriculum in each		
Timeline for the Assessment				
□Each Semester	⊠Yearly	☐ Every other year		
D5) Student Learning Outcome #8: Student management methods in mass community	ınication.			
	this outcome during the 2016-2017 academic			
The following courses offer curriculum that communications, more specifically Sports Nall of the production courses.	emphasize the importance of relevant plan Media: Sports PR, Contemporary Sports med	ning and management methods in mass lia, Sports Writing, Data Journalism and		
How many students were included in the ass	sessment of this outcome?			
5				
How were students selected to participate in Surveys and interviews were conducted with grante assessment coordinator / associate directo First, they were asked to take a survey and rank Next, they were asked to talk about their learning	raduating seniors, which measured Learning O r conducted five senior exit interviews. c their skills for learning outcomes. (See apper	ıdix).		

Learning Outcomes (See appendix).

Assessment Methods Identify the method(s) used to assess this learning outcome. Check all that apply.					
Survey □Rating of skills (e.g., rubrics) □Analysis of written artifacts □Comprehensive, certification, or professional exam(s) □Oral presentation □Course project	□Satisfaction Survey □Benchmarking □Measuring effectiveness relative to professional standards □Review of thesis/dissertation/ creative component □Capstone project □Internship	 ☑Interviews ☐Performance or jury ☐Visual collection (photos, videos, etc.) ☐Review of student research ☐Other (please specify): Click here to specify. 			
Describe the how the assessment method was implemented, administered, and/or conducted. Using a "graduating seniors" list provided by academic counselors, 10 MMJ names were randomly selected using www.randomizer.com . Each student was emailed and ask to participate in a senior exit interview; all said yes. Five students were then selected using the randomizer software					
Did your department/program faculty have a goal set for this learning outcome? ☐ Yes ☐ No The goal was to receive a mean score of at least 4 (out of 5) on each question in the senior exit survey.					
Provide a summary of the results from the assessment of Learning Outcome 8. Learning Outcome #8 score: 4.4 out of 5 points. Goal achieved.					
What do the results suggest about student achievement of this learning outcome? Two of the students interviewed indicated they were much better at planning and understood more about management methods than when they started the major, but both students said there could be more management classes to help those who want to manage media. One students said planning wasn't highlighted in most of the classes.					
Timeline for the Assessment					
☐ Each Semester	⊠Yearly	□ Every other year			
Assessment Method #2: External Review of Graduating Senior Portfolios + Internship Supervisor Evaluations Learning Outcomes 4, 6 and 7 assessed					

D6) Student Learning Outcome #4: Students will demonstrate critical, creative and independent thinking as they relate to individual disciplines in mass communication.

Identify opportunities for students to learn this outcome during the 2016-2017 academic year:

This learning outcome is likely the most important component in all the courses in the degree. Students are challenged in their writing, reporting and production courses to critically assess information before presenting in the form of written or electronic artifacts.

How many students were included in the assessment of this outcome?

10: Internship assessment (5) and Portfolio assessment (5)

How were students selected to participate in the assessment of this outcome?

*New for 2017 – one SMSC professor was selected to evaluate portfolios.

- 1. Students create a digital portfolio with artifacts created throughout the program and submit the portfolio to the instructor as part of their capstone class. At the advanced level, the artifacts available in seniors' portfolios were used to assess the learning outcomes. The links to graduating students' digital portfolios were entered into a spreadsheet. 29 student portfolios were received in Spring 2017. Portfolio links were selected using the online randomizing tool, www.randomizer.com. Of the 29 student portfolios received, 5 were selected for assessment, or 17 percent.
- 2. Five student internship evaluation forms were randomly selected from a total of 19 sport media internship evaluations (www.randomizer.com), which represented 26 percent of the internship evaluations.

1,			
Assessment Me	thods		
□Survey		☐Satisfaction Survey	□Interviews
□ Rating of skills	s (e.g., rubrics)	□Benchmarking	☐Performance or jury
☐Analysis of wr			
(190)	ve, certification, or	professional standards	☐Review of student research
professional exa		☐ Review of thesis/dissertation/ creative	
□Oral presenta		component	Click here to specify.
☐Course projec		⊠Capstone project	ener here to specify.
□ course projec		⊠Internship	
	4 4 4		1
Describe how th	e assessment method was im	plemented, administered, and/or conduc	ited.
		endix), Learning Outcome #4 is assessed	
		e ability to <i>analyze complex situations</i> ac	
		novative solutions to difficult problems (
		oking beyond the obvious (Excel Column	
100/		ffectively <i>communicate complex ideas</i> (E	xcel Column G)
	ppendix For Excel Sheet / Re		
		d received two links: 1) a link to a studen	
survey. Each rev		he student's work and rate the work on	a 5-point-scale.
1=	Poor or no representation of		
2=	Somewhat poor representat	ion of Learning Outcome	
3=	Average representation of Le		
4=	Good representation of Lear	ning Outcome	
5=	Outstanding representation	of Learning Outcome	
For the Internsh	nip Evaluation assessment su	rvey (see Appendix), Learning Outcome	#4 was assessed in one category: critical,
creative and inc	lependent thinking. Internsh	ip Supervisors were asked to assess the s	student's work and rate the work on a 7-
point-scale.			
1 =	Not Applicable		
2 =	Understanding Not Demon	strated	
3 =	Demonstrated Only Slightly		
4 =	Demonstrated Occasionally	Λ	
5 =	Demonstrated But Needs V	/ork	
6 =	Demonstrated Well		
7 =	Expertly Demonstrated		
Did your departs	ment/program faculty have a	goal set for this learning outcome?	⊠ Yes □No
		goal was to exceed 2016 scores, or better t	than a 4.25 out of 5.
		d 2016 scores, or better than a 4.8 out of 7	

Provide a summary of the results from the assessment of Learning Outcome 4.

<u>External Reviewers for Portfolios</u> - the mean score was a 3.5 / 5, which is lower than the 4.25 / 5 score in 2016. The goal was not met. SMSC Professor / Portfolios: 3.75

<u>Internship Assessment</u> - the mean score was 5.8 / 7, which is a significant improvement from last years' score of 4.8. The goal was met.

What do the results suggest about student achievement of this learning outcome?

Portfolio score: The score indicates portfolios provided average representation of this learning outcome with room for improvement. Reviewers said there was not enough writing samples. Developing more writing assignments across curricula (that meet industry standards and best industry practices) and requiring more writing assignments be placed in the capstone portfolio is imperative. Furthermore, there needs to be more focus on helping students with portfolios in all upper-level classes. Faculty need to review student portfolios in each class to help students produce a professional portfolio. Capstone professors should review portfolios at the beginning and mid-semester to help students produce more professional work.

SMSC changed the way it recruits external reviewers, which may be the cause for lower portfolio scores. In 2017, the Assessment Coordinator asked SMSC alumni who had at least three-to-five years' experience working the communications field to review portfolios. In the past, SMSC used members of its Advisory Board to do the external portfolio reviews. However, many of the board members were no longer practicing professionals in the communications industry, which was cause for concern when they reviewed student work. Industry practices and technology change often and review of student work should reflect best industry practices.

Internship Evaluation score: The mean score indicates students are working and thinking more independently than in past years. Several classes in SMSC's curricula focus on critical thinking and creativity, and the evaluation results indicate the same. Students are prepared to think on their own to solve problems associated with MMJ, such as gathering information, finding sources, conducting interviews, writing, etc.

□ Each Semester	⊠Yearly	☐ Every other year

D7) Student Learning Outcome #6: Students will demonstrate an understanding of the methods and techniques of research and information gathering.

Identify opportunities for students to learn this outcome during the 2016-2017 academic year:

All students in Sports Media are incorporate information gathering and sports data analysis in their writing courses. All students are required to use data in their capstone project.

How many students were included in the assessment of this outcome?

10: Internship assessment (5) and Portfolio assessment (5)

Timeline for the Assessment

How were students selected to participate in the assessment of this outcome?

- 1. Students create a digital portfolio with artifacts created throughout the program and submit the portfolio to the instructor as part of their capstone class. At the advanced level, the artifacts available in seniors' portfolios were used to assess the learning outcomes. The links to graduating students' digital portfolios were entered into a spreadsheet. 29 student portfolios were received in Spring 2017. Portfolio links were selected using the online randomizing tool, www.randomizer.com. Of the 29 student portfolios received, 5 were selected for assessment, or 17 percent.
- 2. Five student internship evaluation forms were randomly selected from a total of 19 sport media internship evaluations (www.randomizer.com), which represented 26 percent of the internship evaluations.

Assessment Methods Identify the method(s) used to assess this learn	ning outcome. Check all that apply.			
□Survey	☐Benchmarking	☐ Performance or jury		
⊠Rating of skills (e.g., rubrics)	☑ Measuring effectiveness relative to professional standards	⊠Visual collection (photos, videos, etc.)		
☐ Analysis of written artifacts		⊠Review of student research		
☐Comprehensive, certification, or professional exam(s)	☐ Review of thesis/dissertation/ creative component	□Other (please specify): Click here to specify.		
☐ Oral presentation	☐ Capstone project	chek here to specify.		
□Course project	⊠Internship			
☐Satisfaction Survey	□Interviews			
Lisatisfaction survey				
	s implemented, administered, and/or conduc			
In the External Reviewers Portfolio assessment, Learning Outcome #6 assessed if the students' work showed evidence for 1. the ability to gather information effectively and competently (Excel Column H) 2. initiative and creativity in information gathering (Excel Column I) 3. use multiple methods and sources for research (Excel Column J) 4. to effectively communicate how the information was gathered (Excel Column K) *See Appendix For Excel Sheet / Results External reviewers reviewed 8 portfolios and received two links: 1) a link to a student portfolio, and 2) a link to an online survey. Each reviewer was asked to review the student's work and rate the work on a 5-point-scale.				
1= Poor or no representation	of Learning Outcome	- Company of the Comp		
2= Somewhat poor representat				
3= Average representation of Lear 4= Good representation of Lear				
5= Outstanding representation				
methods and techniques used in research and student's work and rate the work on a 7-point of the student's work and rate the work on a 7-point of the student's work and rate the work on a 7-point of the student of the work on a 7-point of the work of the work of the work on a 7-point of the work on a 7-point of the work of	strated , , Vork	sors were asked to assess the		
Did your department/program faculty have a goal set for this learning outcome? ☐ No				
Yes, to score better than 4.4 / 5 (2016 Portfolio score), and better than 4.5 /7 (2016 Internship Score) *New for 2017 – one SMSC professor was selected to evaluate portfolios.				
Provide a summary of the results from the assessment of Learning Outcome 6. Internship Assessment Score: The mean score was 5.4/7, which is a significant improvement over 2016. Goal achieved. Portfolio Assessment Score: The mean score was 3.77, which is lower than the 2016 score of 4.4 Goal not achieved.				

What do the results suggest about student achievement of Learning Outcome 6?

SMSC Professor – Portfolios: 3.9

The score suggests students are slightly improving on their information gathering skills in internships and in class work, but there is still room for improvement. The portfolio score may be lower because of the switch in external reviewers from Advisory Board members to professionals working in the field. The faculty should find ways to incorporate more information gathering into class assignments, which will produce more writing samples. More writing samples give reviewers a better understanding of the students' information gathering skills. Faculty should work with outside professionals to make sure best industry practices are learned in college courses.

college courses.								
Timeline for the Assessment								
□ Each Semester	⊠Yearly	☐ Every other year						
	Students will demonstrate an understan	ding of the writing, editing and						
production techniques of mass com	munication specialties.							
	${f r}$ n this outcome during the 2016-2017 academic ${f y}$							
courses in their degree program. Sports Journalism majors include: Reporting, Ele	e courses in Style and Structure and Electronic (Strategic Communication majors include: Persu ectronic Sports Reporting, Editing, Data Journal ectronic Sports Reporting, and editing in product lls in their capstone course.	asive Writing and Sports PR. Sports ism and Sports Writing. Sports						
How many students were included in the 10: Internship assessment (5) and Portfolio	assessment (5)							
How were students selected to participat								
part of their capstone class. At the adva outcomes. The links to graduating stud	th artifacts created throughout the program an anced level, the artifacts available in seniors' po ents' digital portfolios were entered into a spre were selected using the online randomizing too ected for assessment, or 17 percent.	rtfolios were used to assess the learning adsheet. 29 student portfolios were						
	rms were randomly selected from a total of 19 nted 26 percent of the internship evaluations.	sport media internship evaluations						
Assessment Methods Identify the method(s) used to assess this	s learning outcome. Check all that apply.							
□Survey	☐Benchmarking	☐ Performance or jury						
⊠Rating of skills (e.g., rubrics)	☑ Measuring effectiveness relative to							
☑Analysis of written artifacts	professional standards	\square Review of student research						
☐Comprehensive, certification, or professional exam(s)	☐ Review of thesis/dissertation/ creative component	☐ Other (please specify):						
□Oral presentation	⊠Capstone project	Click here to specify.						
□Course project	⊠Internship	rnship						
xxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxx	□Interviews	□Interviews						

☐ Satisfaction Survey

Describe the how the assessment method was implemented, administered, and/or conducted.	
In the External Reviewers Portfolio assessment, Learning Outcome #7 is assessed in four categ	ories:

- 1) evidence of the ability to write clearly and without errors (Excel Column L)
- 2) craft language for interesting and effective communication (Excel Column M)
- 3) write across platforms effectively (Excel Column N)
- 4) communicate to wide and diverse audiences (Excel Column O)

External reviewers reviewed 8 portfolios and received two links: 1) a link to a student portfolio, and 2) a link to an online survey. Each reviewer was asked to review the student's work and rate the work on a 5-point-scale.

- 1= Poor or no representation of Learning Outcome
- 2= Somewhat poor representation of Learning Outcome
- 3= Average representation of Learning Outcome
- 4= Good representation of Learning Outcome
- 5= Outstanding representation of Learning Outcome

In the Internship Assessment, supervisors provided an overall assessment of Learning Outcome #7 – student demonstrates an understanding of the writing, editing and production techniques of mass communication specialties

Internship Supervisors were asked to assess the student's work and rate the work on a 7-point-scale.

- 1 = Not Applicable
- 2 = Understanding Not Demonstrated
- 3 = Demonstrated Only Slightly
- 4 = Demonstrated Occasionally
- 5 = Demonstrated But Needs Work
- 6 = Demonstrated Well
- 7 = Expertly Demonstrated

Did your department/program faculty have a goal set for this learning outcome?	⊠Yes	□No
Yes, to score better than in 2016 – Internship Evaluations (5.2/7) / Portfolios (4.2/5)		

*New for 2017 - one SMSC professor was selected to evaluate portfolios.

Provide a summary of the results from the assessment of Learning Outcome 7.

Internship Assessment Score: The overall mean score was 5.8, which is slightly higher than the 2016 score of 5.2. Goal achieved.

<u>Portfolio Assessment Score:</u> The mean score was 3.65, which is lower than in 2016. Goal not achieved. Faculty need to review portfolios in all classes, and more writing samples across different platforms need to be added to student portfolios.

SMSC Professor Portfolio Score: 3.8

Time Item for the Assessment

What do the results suggest about student achievement of this learning outcome?

Students must add more writing samples to their portfolios, and the writing samples should demonstrate an understanding of how to write effectively across multiple platforms. Faculty need to do more portfolio reviews and must meet with industry leaders to understand best industry practices and what skills are expected by industry professionals when students graduate.

Timeline for the Assessment		
☐ Each Semester	⊠Yearly	☐ Every other year

^{*}See Appendix For Excel Sheet / Results

Appendix

Page #	Document
15.	Senior Exit Survey Sample
16.	Senior Interview questions
17.	Portfolio Assessment survey
22.	Portfolio Assessment Results – Excel Sheet
23.	Internship Evaluations by Supervisor

Senior Survey

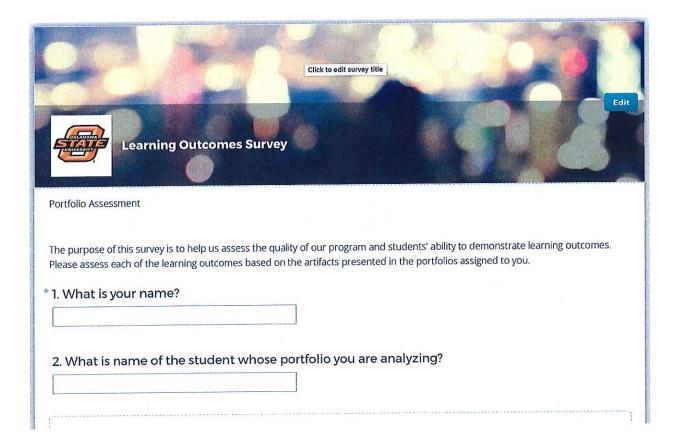
Name:
Circle one answer that reflects your level of achievement:
Learning Outcome 1: Students will demonstrate an appreciation of the constitutional freedoms, legal issues and ethical principles involved in mass communication. Strongly agree - 5 Agree - 4 Neutral - 3 Disagree - 2 Strongly disagree - 1
Learning Outcome 2: Students will demonstrate an understanding of the relevance of human diversity in mass communication. Strongly agree - 5 Agree - 4 Neutral - 3 Disagree - 2 Strongly disagree - 1
Learning Outcome 3: Students will demonstrate respect for the history and social role of mass communications. Strongly agree - 5 Agree - 4 Neutral - 3 Disagree - 2 Strongly disagree - 1
Learning outcome 5: Students will demonstrate an understanding of the relevant theories and concepts of mass communications. Strongly agree - 5 Agree - 4 Neutral - 3 Disagree - 2 Strongly disagree - 1
Learning outcome 8: Students will demonstrate an understanding of the relevant planning and management methods in mass communication. Strongly agree - 5 Agree - 4 Neutral - 3 Disagree - 2 Strongly disagree - 1

Senior Interview Questions

- 1. Now that you're about to graduate, what stands out most about your education in the past four years?
- 2. Do you plan to work in your field of study?
- 3. What subject matter / classes were the most difficult to learn in your major? How did you do in the class? Do you still remember what you learned?
- 4. What did you learn that you feel is most beneficial to you? Why?
- 5. Do you think diversity is important in your field of study? Why?
- 6. Do you think you learned a lot about the history of our profession?
- 7. Where do you think you will be in your career in five years?
- 8. What things would you have liked to learn that you didn't?
- 9. Would you feel comfortable researching and planning an event or campaign?
- 10. How do you feel about this accomplishment?

Congratulations! You're an alumnae or alumnus.

Portfolio Assessment Survey





Learning Outcome 4

* 3. The ability to analyze complex situations accurately.

No or poor representation of learning outcome.

Somewhat poor representation of learning outcome.

Average representation of learning outcome.

Good representation of learning outcome.

Outstanding representation of learning outcome.
* 4. The ability to craft innovative solutions to difficult problems.
No or poor representation of learning outcome.
Somewhat poor representation of learning outcome.
Average representation of learning outcome.
Good representation of learning outcome.

Learning Outcome 4: Demonstrate critical, creative and individual thinking.

* 5. The ability to look beyond what is obvious and understand what lies beneath the surface.

\(\text{No or poor representation of learning outcome.} \)

\(\text{Somewhat poor representation of learning outcome.} \)

\(\text{Average representation of learning outcome.} \)

\(\text{Good representation of learning outcome.} \)

* 6. The ability to effectively communicate complex ideas and make them understandable.

No or poor representation of learning outcome.

Outstanding representation of learning outcome.

Outstanding representation of learning outcome.

O Somewhat poor representation of learning outcome.

Outstanding representation of learning outcome.

O Average representation of learning outcome.

Good representation of learning outcome.



Learning Outcome 6

Learning Outcome 6: Demonstrate an understanding of the methods and techniques of research and information gathering. Select the level of representation of the above learning outcome in the portfolio based on each of the following questions. * 7. Evidence of the ability to gather information effectively and completely. O No or poor representation of learning outcome. Somewhat poor representation of learning outcome. Average representation of learning outcome. Good representation of learning outcome. Outstanding representation of learning outcome. * 8. Evidence of initiative and creativity in information gathering. No or poor representation of learning outcome. Somewhat poor representation of learning outcome. Average representation of learning outcome. Good representation of learning outcome. Outstanding representation of learning outcome. * 9. The ability to use multiple methods and sources to research information. No or poor representation of learning outcome. Somewhat poor representation of learning outcome. Average representation of learning outcome. Good representation of learning outcome. Outstanding representation of learning outcome. * 10. The ability to effectively communicate how information was gathered. No or poor representation of learning outcome. Somewhat poor representation of learning outcome. Average representation of learning outcome. O Good representation of learning outcome.

Outstanding representation of learning outcome.



Thank you

We appreciate you sharing your time and expertise.

External Reviewer Results - Portfolios

В	С	D	E	F	G	Н	1	J	K	L	M	N	0	P	Q	R	S	T	U	V	W		Y	2	AA	AB	AC	AD	AE	AF	AG	
SPM				100	COM	1105	in i	The court	TO THE																							
Kelly Hines		4	4	4	4	4	4	4	5	4	4		4	Agree.	ltirk ficis	donephy	ortfolio. The ho	cz pyr is esy	cially behind "	The student suc	incly tells t	stist ode	ad details his rela	vast experience		L	1					1.
Kelly Hines		1	3	3	3	5		5	5	1	3		4	Strongly A	gre The student's	demo reel or	the home page	could easily be	overlocked, as	d what she supp	Ses on the p	ralineda	samples page is:	t nearly as store	g. If some of the	demo reel eli pe	also were on t	hat page in the	entirety, ber v	est experience n	rould be bette	क्
Kelly Haes		1	3	3	3	4		3	4	3	4		1 4	Agree.	Iwouldhoe	प्रतिकारों हा	xe video sample	s that reveal vo	ratify ad pa	sociality or a de	no reel with	some of h	s best work. The	scripted radio s	portscasts are all	extremely simi	ar, and the pos	kasts make it b	ed to tell which	one is the stad	eat when seve	nlp
Kelly Hines		2	2	1	3	5		5	5	5	3	1	3 3	Nither ag	ree This portfolio	is extremely	limited and we	uli nake it diff	icult for the sta	dent to stand or	tina sea of	jeb applie	nts. He could be	efit by adding t	oore videos or pe	quide arcus buo	fessional ones	and by having o	ther forms of w	our estables upo	acute biron t	500
Kelly Hines		5	5	5	5	5		5	5	4	4				gre No. This is an													<u></u>		L		Ļ
James Poling		4	4	4	3	4		5	3	3	4				ree Website needs												<u>i</u>					
James Poling		3	4	3	3	1		2	3	1	4	4			isa Too many dea															Į		
James Poling		5	5	5	5	5		4	5	5	3		5 5	Strongly A	gre Home page is	a mess, par	icelarly with th	graduating pla	No as the center	piece, but each	other page is	s outstandi	g. If people citi	off the borne p	ge, de wil be a t	op castidate in	the print but	CGRT				1
Jazes Poling		3	3	3	2	1		2	3	2	3	1	3	Dagee.	Kird his liste	d lis Sound	klord audo ma	hiple times with	in "Works" di	repeals the san	स्ट अर्थेक रा	te pege.										1
lanes Poling		5	4	4	4	4		4	3	4	2		3 3	Agree.	De seek to s	emove de p	bose numbers/e	mails of the con	tacts in her wri	tea stories.												1
Kyle Fredrick		4	3	3	3	4	1	3	3	4	4	1	1	Neither ag	ree nor disagree.																	4.
Kyle Fredrick		4	4	4	5	4		5	5	4	3		4	Agree.													ļ			ļ		-
Kyle Fredrick		4	4	3	4	4	1	3	3	3	4	1	1 4	Agree.															-			L
Kyle Fredrick	- 1	4	4	4	4	3	4	4	3	3	3	1	2 2	Neither ag	ree oor disagree.																	1
Kyle Fredrick		5	4	4	5	4		4	4	4	4		(Strongly A	gree.			1											-			+
	9201	54	55	56	55	59	53	59	53	52	57	57	55					1								-						1
	nenge	385	3.7	3.6	3.7	3.9	38	19	35	3.4	38	3.8	16																			1
1	overal everage	-3.71																1						1	4							1
										T	1								ti				, i	1	1	1		1.				

Column P question for reviewers: Is the portfolio professional and will it help the student find employment after graduation?

В	C	D	Е	F	G	Н	I	J	K	L	M	N	0
SPM													
Shipka		4	4	3	4	4	4	3	4	4	4	4	4
Shipka		3	3	3	3	4	3	4	4	4	3	4	3
Shipka		4	4	4	4	4	4	4	4	4	4	4	3
Shipka	1577 H	4	4	4	4	4	4	3	3	3	4	3	4
Shipka		4	4	4	4	5	5	4	4	4	4	4	5
	total												
	mean	3.8	3.8	3.6	3.8	4.2	4	3.6	3.8	3.8	3.8	3.8	3.8

Internship Supervisor Survey

				//			
To what extent does the intern demonstrate the following characteristics?	Not applicable	Not demonstrated	Demonstrated only slightly	Demonstrated occasionally	Demonstrated but needs work	Demonstrated well	Expertly demonstrated
	1	2	3	4	5	6	7
An understanding of the relevant constitutional freedoms, legal issues and ethical principles in mass communications.							
An understanding of the relevance of human diversity in mass communications.							
An understanding of the history and social role of mass communications.							
4. Critical, creative and individual thinking.							
5. An understanding of the relevant theories and concepts of mass communications.							
6. An understanding of the methods and techniques of research and information gathering.							
7. Appropriate writing, editing and production techniques in mass communications.							
8. An understanding of relevant planning and management methods in mass communications.							

2016 - 2017 Annual Assessment Report

Bachelor of Science Sports Media



School of Media & Strategic Communication Sports Media – Bachelor of Science

Assessment Report Form 2016-2017

Date of Report: 8/30/2017

Name of Person Submitting Report: Gina J. Noble, Associate Director of Undergraduate Studies, School of Media & Strategic Communications

A. Program Information:

Assessment Coordinator's Name: Gina Noble

Assessment Coordinator's Email Address: gina.noble@okstate.edu

Number of students enrolled in the program 2016-2017: 150

Number of students graduated in 2016-2017: 35

B. Program Mission Statement

To educate the future leaders in mass communication from Oklahoma, its neighboring states, the nation and the world to be responsible and effective communicators who facilitate and promote participation in a democratic society through excellence in practice, ethical behavior, a critical stance, and embracing change through lifelong learning. Oklahoma State University School of Media & Strategic Communications will do this by promoting:

en i - Santana de Caractera de Labora de Mandre de Caractera de Caractera de Labora de Caractera de Caractera de Car
Critical thinking
Creativity
Global awareness
Appreciation for the liberal arts
Adaptability
Problem solving skills
Diversity
Leadership
Community involvement

C. University Assessment Funds

Were university assessment funds used by the department/program for assessment activities?

Yes
No
Funds were used to pay SMSC alumni to assess student digital portfolios. SMSC selected and paid alumni who had been working professionally at least three-to-five years (or more) in media, sports media and strategic communications (representative of SMSC's three programs). Funds were also used to pay one SMSC professor to assess the same portfolios. The funds helped legitimize the importance of SMSC's assessment research to participating alumni because they took their jobs seriously and gave in-depth answers to help us better understand our students' strengths and weaknesses, which helps faculty improve curricula. One-hundred percent of the selected participants completed the survey.

D. Student Learning Outcomes

NOTE...We have two degrees in sports media: a Bachelor of Science and a Bachelor of Arts. The only difference between the two is a foreign-language requirement in the Bachelor of Arts.

NOTE...The following student learning outcomes are the same for each of the six degrees in the School of Media & Strategic Communication because of accreditation requirements set by our accrediting council – the Accrediting Council on Education in Journalism and Mass Communication http://www.acejmc.org/policies-process/nine-standards/

The following student learning outcomes were assessed:

Learning outcome 1.

Students will demonstrate an appreciation of the constitutional freedoms, legal issues and ethical principles involved in mass communication.

Learning outcome 2.

Students will demonstrate an understanding of the relevance of human diversity in mass communications.

Learning outcome 3.

Students will demonstrate respect for the history and social role of mass communications.

Learning outcome 4.

Students will demonstrate critical, creative and independent thinking as they relate to individual disciplines in mass communication.

Learning outcome 5.

Students will demonstrate an understanding of the relevant theories and concepts of mass communication.

Learning outcome 6.

Students will demonstrate an understanding of the methods and techniques of research and information gathering.

Learning outcome 7.

Students will demonstrate an understanding of the writing, editing and production techniques of mass communication specialties.

Learning outcome 8.

Students will demonstrate an understanding of relevant planning and management methods in mass communication.

Assessment Method #1 – Gradua	ting Senior Survey and Exit Interviews	
Learning Outcomes 1, 2, 3, 5, 8	4	
	1: Students will demonstrate an appreciat	
freedoms, legal issues and ethico	al principles involved in mass communication	on.
Identify opportunities for students to le	arn this outcome during the 2016-2017 academic ye	ar:
All students are required to take the co	ore courses in Mass Communication Law and Media	a Ethics.
How many students were included in th	e assessment of this outcome?	
How were students selected to participal Using a "graduating seniors" list provided Each student was emailed and ask to participal randomizer software.	ate in the assessment of this outcome? d by academic counselors, 10 SPM names were rando ticipate in a senior exit interview; all said yes. Five sto	omly selected using <u>www.randomizer.com</u> .udents were then selected using the
Assessment Methods Identify the method(s) used to assess the	his learning outcome. Check all that apply.	
⊠Survey	☐Satisfaction Survey	⊠Interviews
☐Rating of skills (e.g., rubrics)	☐ Benchmarking	□ Performance or jury□ Visual collection (photos, videos, etc.
☐ Analysis of written artifacts ☐ Comprehensive, certification, or	☐ Measuring effectiveness relative to professional standards	Review of student research
professional exam(s)	Review of thesis/dissertation/ creative	☐Other (please specify):
☐ Oral presentation	component	
☐Course project	☐Capstone project ☐Internship	
Surveys and interviews were conducted. The assessment coordinator / associated. First, they were asked to take a survey.	thod was implemented, administered, and/or condu d with graduating seniors, which measured Learning of e director conducted five MMJ senior exit interviews. for Learning Outcomes (See appendix). eir learning experiences in the major – questions wer	Outcomes 1, 2, 3, 5 & 8.
The goal was to receive a mean score of graduating seniors "agree" they under	whave a goal set for this learning outcome? If at least 4 (out of 5) on each question on the senior stand and have an appreciation for the constitutional unication. This was the first year to specify a goal, an	exit survey, which would indicate that freedoms, legal issues and ethical
Provide a summary of the results from	n the assessment of Learning Outcome 1.	
Learning Outcome #1 score: 4.4 out of The scale ratings included:	f 5 points. Goal achieved. 3 – neutral 2 – disagree 1 – strongly	disagree
5 – strongly agree 4 – agree	5	a.o.a.b. 00
teri a di ali a manular accompando alcondo de co	dont achievement of this learning outcome?	

What do the results suggest about student achievement of this learning outcome?

Results indicate students were satisfied with their knowledge of constitutional freedoms, legal issues and ethical principles in mass communication. Three students "strongly agreed" and two students "agreed" they had a good understanding of the First Amendment. One student said there should be more emphasis regarding ethics and law in other classes.

During the interview, one student said he learned more in the Law class than in any other class, and all students recalled hearing about law and ethics in multiple classes. Three students said they were not comfortable discussing ethical principles and would not feel comfortable discussing ethical principles with professionals in the field.

The School should continue to discuss constitutional freedoms and ethical considerations across its curriculum.

D2) Student Learning Outcome #2: Students will demonstrate an understanding of the relevance of human diversity in mass communications.

Identify opportunities for students to learn this outcome during the 2016-2017 academic year:

All students are required to take the core course Media in a Diverse Society, which places considerable emphasis on the relevance of diversity in mass communications and the media. Also, the relevance of diversity is also covered in all of the Sports Media curriculum, including but not limited to Sports in the Media and Contemporary Sports Media.

How many students were included i	n the assessment of this outcome?
5	

How were students selected to participate in the assessment of this outcome?

Using a "graduating seniors" list provided by academic counselors, 10 SPM names were randomly selected using www.randomizer.com. Each student was emailed and ask to participate in a senior exit interview; all said yes. Five students were then selected using the randomizer software.

Assessment Methods Identify the method(s) used to assess this learning outcome. Check all that apply. Interviews ☐ Satisfaction Survey ⊠Survey ☐ Performance or jury □Benchmarking ☐Rating of skills (e.g., rubrics) □Visual collection (photos, videos, etc.) ☐ Measuring effectiveness relative to ☐ Analysis of written artifacts ☐ Review of student research professional standards ☐Comprehensive, certification, or ☐ Review of thesis/dissertation/ creative □Other (please specify): professional exam(s) component Click here to specify. ☐ Oral presentation ☐ Capstone project ☐Course project □Internship

Describe the how the assessment method was implemented, administered, and/or conducted.

Surveys and interviews were conducted with graduating seniors, which measured Learning Outcomes 1, 2, 3, 5 & 8.

The assessment coordinator / associate director conducted six senior exit interviews.

First, they were asked to take a survey and rank their skills for learning outcomes. (See Appendix).

Next, they were asked to talk about their learning experiences in the major – questions were embedded in the conversation to measure Learning Outcomes (see Appendix).

Did your department/program faculty have a goal set for this learning outcome?

⊠Yes

No

The goal was to receive a mean score of at least 4 (out of 5) on each question in the senior exit survey, which would indicate graduating seniors "agree" they understand and have learned a lot about the relevance and need for diversity in mass media and communications. This was the first year to specify a goal, and the goal was based on 2016 results.

Provide a summary of the results from the assessment	of	Learning	Outcome 2.
--	----	----------	------------

Learning Outcome #2 score: 4.6 out of 5 points. Goal achieved.

The scale ratings included:

5 – strongly agree

4 – agree

3 – neutral

2 – disagree

1 - strongly disagree

What do the results suggest about student ac Students' survey scores were 4.6/5, which indi of diversity issues in mass communications. Th understanding of diversity issues.	hievement of this learning outcome? cates students strongly agreed and were satisfic ree students "strongly agreed" and two student	ed in their learning and understanding ts "agreed" they had a good
During the interview, all students agreed they discussed diversity in several classes in their m	felt confident in their understanding of diversity ajor.	issues and all agreed they had
The School should continue to discuss diversity	across its curriculum.	
Timeline for the Assessment		
☐ Each Semester	⊠Yearly	☐ Every other year
	to a contract of the state of t	history and conial vala of mass
D3) Student Learning Outcome #3: Stud	ents will demonstrate respect for the	nistory and social role of mass
communications.		
Identify opportunities for students to learn this	outcome during the 2016-2017 academic year	:
All students are required to take the following Ethics. All of the courses include curricula on t students are exposed to the history of sports in Mass Communications is consistently offered	he history and social role of mass communica media in the Sports in the Media course. Final	itions. In addition, Sports Media
How many students were included in the assess	sment of this outcome?	
How were students selected to participate in the Surveys and interviews were conducted with graph The assessment coordinator / associate director First, they were asked to take a survey and rank Next, they were asked to talk about their learning Learning Outcomes (see appendix).	duating seniors, which measured Learning Outo conducted five MMJ senior exit interviews. their skills for learning outcomes. (See appendi	x).
Assessment Methods Identify the method(s) used to assess this learn	ing outcome. Check all that apply.	
Survey □Rating of skills (e.g., rubrics) □Analysis of written artifacts □Comprehensive, certification, or professional exam(s) □Oral presentation □Course project	□ Satisfaction Survey □ Benchmarking □ Measuring effectiveness relative to professional standards □ Review of thesis/dissertation/ creative component □ Capstone project □ Internship	 ☑Interviews ☐Performance or jury ☐Visual collection (photos, videos, etc.) ☐Review of student research ☐Other (please specify): Click here to specify.

Describe the how the assessment method was implemented, administered, and/or conducted.

	y academic counselors, 10 MMJ names were r mailed and ask to participate in a senior exit in re.	
graduating seniors "agree" they understand	e a goal set for this learning outcome? least 4 (out of 5) on each question in the seniod and have learned a lot about the relevance as specify a goal, and the goal was based on 2016	nd need for diversity in mass media and
Provide a summary of the results from the Learning Outcome #3 score: 4.6 out of 5 pc		
What do the results suggest about student Students' survey scores were 4.6/5, which i of the history and societal role of mass com good understanding of the history and soci	ndicates students strongly agreed and were sa munications. Three students "strongly agreed	ntisfied in their learning and understanding " and two students "agreed" they had a
The School is doing a good job of presenting and should continue on this path.	g and incorporating the history and societal ro	le of mass communications in its curricula
Timeline for the Assessment		
☐ Each Semester	⊠Yearly	☐ Every other year
D4) Student Learning Outcome #5: Si	tudents will demonstrate an understa	ınding of the relevant theories and
concepts of mass communication.		
Identify opportunities for students to learn to	this outcome during the 2016-2017 academic	year:
Communication Law and Media Ethics. All	ring core courses: Media in a Diverse Society, of the courses include material on the releva students are exposed to and asked to apply in SPM, including the capstone course.	nt theories and concepts of mass
How many students were included in the ass	sessment of this outcome?	
The assessment coordinator / associate directions, they were asked to take a survey and ra	graduating seniors, which measured Learning	endix).
Assessment Methods Identify the method(s) used to assess this le Survey □Rating of skills (e.g., rubrics) □Analysis of written artifacts	arning outcome. Check all that apply. □ Course project □ Satisfaction Survey □ Benchmarking	☐Review of thesis/dissertation/ creative component ☐Capstone project
☐Comprehensive, certification, or professional exam(s)	☐ Measuring effectiveness relative to professional standards	□Internship ⊠Interviews
☐ Oral presentation		☐Performance or jury

☐ Visual collection (photos, videos, etc.)☐ Review of student research	☐ Other (please specify): Click here to specify.	
Describe the how the assessment method was Using a "graduating seniors" list provided by a www.randomizer.com . Each student was emain then selected using the randomizer.	cademic counselors, 10 MMJ names wer	re randomly selected using
Did your department/program faculty have a The goal was to receive a mean score of at lea graduating seniors "agree" they understand a communications. This was the first year to spe	st 4 (out of 5) on each question in the se nd have learned a lot about the relevanc	e and need for diversity in mass media and
Provide a summary of the results from the as Learning Outcome #5 score: 4.4 out of 5 point		
What do the results suggest about student active students agreed they learned basic mass recall discussing theories during any sports of compared to other learning outcomes regard emphasis should be placed on theories in sports.	s media theoretical concepts in their c classes. Three said they were much less ding their knowledge and/or application	s confident in this learning outcome as
The School should continue incorporating theo (Sports Media, Strategic Communications and class and what theories are taught in class.	oretical concepts of mass communication Multimedia Journalism) should meet on	ns in its curricula. Each program's faculty ce per semester to discuss curriculum in each
Timeline for the Assessment		
□Each Semester	⊠Yearly	☐Every other year
D5) Student Learning Outcome #8: Stumanagement methods in mass commu		tanding of relevant planning and
Identify opportunities for students to learn t		
The following courses offer curriculum that communications, more specifically Sports M all of the production courses.	emphasize the importance of relevant Nedia: Sports PR, Contemporary Sports	planning and management methods in mas media, Sports Writing, Data Journalism and
How many students were included in the ass	essment of this outcome?	

How were students selected to participate in the assessment of this outcome?

5

Surveys and interviews were conducted with graduating seniors, which measured Learning Outcomes 1, 2, 3, 5 & 8.

The assessment coordinator / associate director conducted five senior exit interviews.

First, they were asked to take a survey and rank their skills for learning outcomes. (See appendix).

Next, they were asked to talk about their learning experiences in the major – questions were embedded in the conversation to measure Learning Outcomes (See appendix).

Assessment Methods Identify the method(s) used to assess this lear	ning outcome. Check all that apply.		
Survey ☐ Rating of skills (e.g., rubrics) ☐ Analysis of written artifacts ☐ Comprehensive, certification, or professional exam(s) ☐ Oral presentation ☐ Course project	□ Satisfaction Survey □ Benchmarking □ Measuring effectiveness relative to professional standards □ Review of thesis/dissertation/ creative component □ Capstone project □ Internship	 ☑Interviews ☐Performance or jury ☐Visual collection (photos, videos, etc.) ☐Review of student research ☐Other (please specify): Click here to specify. 	
Using a "graduating seniors" list provided by	as implemented, administered, and/or conduct academic counselors, 10 MMJ names were rand ailed and ask to participate in a senior exit inter	lomly selected using	
Did your department/program faculty have a goal set for this learning outcome? ☐ Yes The goal was to receive a mean score of at least 4 (out of 5) on each question in the senior exit survey.			
Provide a summary of the results from the assessment of Learning Outcome 8. Learning Outcome #8 score: 4.4 out of 5 points. Goal achieved.			
methods than when they started the major	chievement of this learning outcome? they were much better at planning and unde , but both students said there could be more said planning wasn't highlighted in most of the	management classes to help those	
Timeline for the Assessment			
□ Each Semester	⊠Yearly	□Every other year	
Assessment Method #2: External Review Learning Outcomes 4, 6 and 7 assess	ew of Graduating Senior Portfolios + In	ternship Supervisor Evaluations	

D6) Student Learning Outcome #4: Students will demonstrate critical, creative and independent thinking as they relate to individual disciplines in mass communication.

Identify opportunities for students to learn this outcome during the 2016-2017 academic year:

This learning outcome is likely the most important component in all the courses in the degree. Students are challenged in their writing, reporting and production courses to critically assess information before presenting in the form of written or electronic artifacts.

How many students were included in the assessment of this outcome?

10: Internship assessment (5) and Portfolio assessment (5)

How were students selected to participate in the assessment of this outcome?

- 1. Students create a digital portfolio with artifacts created throughout the program and submit the portfolio to the instructor as part of their capstone class. At the advanced level, the artifacts available in seniors' portfolios were used to assess the learning outcomes. The links to graduating students' digital portfolios were entered into a spreadsheet. 29 student portfolios were received in Spring 2017. Portfolio links were selected using the online randomizing tool, www.randomizer.com. Of the 29 student portfolios received, 5 were selected for assessment, or 17 percent.
- 2. Five student internship evaluation forms were randomly selected from a total of 19 sport media internship evaluations (www.randomizer.com), which represented 26 percent of the internship evaluations.

Assessment Methods		Cotifortion Common	□Interviews
Survey	V	☐ Satisfaction Survey	
⊠Rating of skills (e.g., rub		Benchmarking	□Performance or jury
☐ Analysis of written artif		✓ Measuring effectiveness relative to	⊠Visual collection (photos, videos, etc.)
□Comprehensive, certific	cation, or	professional standards	Review of student research
professional exam(s)		☐ Review of thesis/dissertation/ creative	Other (please specify):
☐Oral presentation		component	Click here to specify.
☐Course project		☑ Capstone project☑ Internship	
Describe how the assessn	nent method was im	plemented, administered, and/or conducted	i.
In the nortfolio assessme	ent survey (see Appe	ndix), Learning Outcome #4 is assessed in f	our categories:
		e ability to analyze complex situations accur	
		novative solutions to difficult problems (Exc	
11.11. 4 12. 11.14	- properties and the second contract of the s	king beyond the obvious (Excel Column F)	,
		fectively communicate complex ideas (Exce	l Column G)
	or Excel Sheet / Res	The state of the s	
		received two links: 1) a link to a student po	ortfolio, and 2) a link to an online
		ne student's work and rate the work on a 5-	
1= Poor or	no representation o	f Learning Outcome	
2= Somewh	nat poor representation	on of Learning Outcome	
3= Average	representation of Le	arning Outcome	
4= Good re	presentation of Learn	ing Outcome	
5= Outstan	ding representation o	f Learning Outcome	
For the Internship Evalua	ation assessment sur	vey (see Appendix), Learning Outcome #4 v	vas assessed in one category: critical,
creative and independen	nt thinking. Internshi	p Supervisors were asked to assess the stud	lent's work and rate the work on a 7-
point-scale.			
1 = Not App			
	tanding Not Demons	trated	
	strated Only Slightly		
4 = Demons	strated Occasionally		
00 - 00-000-000	strated But Needs W	ork	
	strated Well		
7 = Expertly	/ Demonstrated		
Did your department/pro	gram faculty have a	goal set for this learning outcome?	Yes
External Reviewer Portfoli	io Assessment = the g	oal was to exceed 2016 scores, or better than	n a 4.25 out of 5.

Internship assessment = the goal was to exceed 2016 scores, or better than a 4.8 out of 7.

*New for 2017 – one SMSC professor was selected to evaluate portfolios.

Provide a summary of the results from the assessment of Learning Outcome 4.

<u>External Reviewers for Portfolios</u> - the mean score was a 3.5 / 5, which is lower than the 4.25 / 5 score in 2016. The goal was not met. SMSC Professor / Portfolios: 3.75

<u>Internship Assessment</u> - the mean score was 5.8 / 7, which is a significant improvement from last years' score of 4.8. The goal was met.

What do the results suggest about student achievement of this learning outcome?

Portfolio score: The score indicates portfolios provided average representation of this learning outcome with room for improvement. Reviewers said there was not enough writing samples. Developing more writing assignments across curricula (that meet industry standards and best industry practices) and requiring more writing assignments be placed in the capstone portfolio is imperative. Furthermore, there needs to be more focus on helping students with portfolios in all upper-level classes. Faculty need to review student portfolios in each class to help students produce a professional portfolio. Capstone professors should review portfolios at the beginning and mid-semester to help students produce more professional work.

SMSC changed the way it recruits external reviewers, which may be the cause for lower portfolio scores. In 2017, the Assessment Coordinator asked SMSC alumni who had at least three-to-five years' experience working the communications field to review portfolios. In the past, SMSC used members of its Advisory Board to do the external portfolio reviews. However, many of the board members were no longer practicing professionals in the communications industry, which was cause for concern when they reviewed student work. Industry practices and technology change often and review of student work should reflect best industry practices.

Internship Evaluation score: The mean score indicates students are working and thinking more independently than in past years. Several classes in SMSC's curricula focus on critical thinking and creativity, and the evaluation results indicate the same. Students are prepared to think on their own to solve problems associated with MMJ, such as gathering information, finding sources, conducting interviews, writing, etc.

Timeline for the Assessment

□Fach Competer	⊠Yearly	☐ Every other year
☐ Each Semester	⊠ Yeariy	Livery other year

D7) Student Learning Outcome #6: Students will demonstrate an understanding of the methods and techniques of research and information gathering.

Identify opportunities for students to learn this outcome during the 2016-2017 academic year:

All students in Sports Media are incorporate information gathering and sports data analysis in their writing courses. All students are required to use data in their capstone project.

How many students were included in the assessment of this outcome?

10: Internship assessment (5) and Portfolio assessment (5)

How were students selected to participate in the assessment of this outcome?

- 1. Students create a digital portfolio with artifacts created throughout the program and submit the portfolio to the instructor as part of their capstone class. At the advanced level, the artifacts available in seniors' portfolios were used to assess the learning outcomes. The links to graduating students' digital portfolios were entered into a spreadsheet. 29 student portfolios were received in Spring 2017. Portfolio links were selected using the online randomizing tool, www.randomizer.com. Of the 29 student portfolios received, 5 were selected for assessment, or 17 percent.
- 2. Five student internship evaluation forms were randomly selected from a total of 19 sport media internship evaluations (www.randomizer.com), which represented 26 percent of the internship evaluations.

Assessment Methods Identify the method(s) used to assess this learn	ning outcome. Check all that apply.	
□Survey	□Benchmarking	☐Performance or jury
□ Rating of skills (e.g., rubrics)		
☐Analysis of written artifacts	professional standards	☑ Review of student research
☐Comprehensive, certification, or	☐ Review of thesis/dissertation/ creative component	☐Other (please specify):
professional exam(s)	☐ Capstone project	Click here to specify.
☐ Oral presentation	⊠Internship	
☐Course project	□Interviews	
☐ Satisfaction Survey	Lime views	
In the External Reviewers Portfolio assessments 1. the ability to gather information 2. initiative and creativity in information	as implemented, administered, and/or conductions, learning Outcome #6 assessed if the study of effectively and competently (Excel Column Internal Properties of Excel Column Internal I	lents' work showed evidence for
3. use multiple methods and source 4. to effectively communicate how *See Appendix For Excel Sheet / R	es for research (Excel Column I) the information was gathered (Excel Column esults tfolios and received two links: 1) a link to a st review the student's work and rate the work	udent portfolio, and 2) a link to an
2= Somewhat poor representa	tion of Learning Outcome	
3= Average representation of lace Good representation of Lea	Learning Outcome	
4= Good representation of Lea 5= Outstanding representation	n of Learning Outcome	
In the Internship Assessment, supervisors parethods and techniques used in research as student's work and rate the work on a 7-pc 1. Not Applicable 2 2. Understanding Not Demo 3. Demonstrated Only Slight 4. Demonstrated Occasional 5. Demonstrated But Needs 6. Demonstrated Well 7. Expertly Demonstrated	provided an overall assessment of Learning Ound information gathering. Internship Supervioint-scale. Instrated by by Work	Yes □No
Ves. to score better than 4.4 / 5 (2016 Portfo	olio score), and better than 4.5 // (2016 interns	hip Score)
*New for 2017 – one SMSC professor was se		
Provide a summary of the results from the a Internship Assessment Score: The mean score Portfolio Assessment Score: The mean score SMSC Professor – Portfolios: 3.9	assessment of Learning Outcome 6. The was 5.4/7, which is a significant improvemen The was 3.77, which is lower than the 2016 score of	nt over 2016. Goal achieved. of 4.4 Goal not achieved.

What do the results suggest about student achievement of Learning Outcome 6?

The score suggests students are slightly improving on their information gathering skills in internships and in class work, but there is still room for improvement. The portfolio score may be lower because of the switch in external reviewers from Advisory Board

members to professionals working in the field. The faculty should find ways to incorporate more information gathering into class assignments, which will produce more writing samples. More writing samples give reviewers a better understanding of the students' information gathering skills. Faculty should work with outside professionals to make sure best industry practices are learned in college courses. **Timeline for the Assessment** ☐ Every other year ☐ Each Semester D8) Student Learning Outcome #7: Students will demonstrate an understanding of the writing, editing and production techniques of mass communication specialties. Identify opportunities for students to learn this outcome during the 2016-2017 academic year: All students are required to take the core courses in Style and Structure and Electronic Communication, and writing-specific courses in their degree program. Sports Strategic Communication majors include: Persuasive Writing and Sports PR. Sports Journalism majors include: Reporting, Electronic Sports Reporting, Editing, Data Journalism and Sports Writing. Sports production majors include: Reporting, Electronic Sports Reporting, and editing in production courses. In addition, Sports Media students are expected to show these skills in their capstone course. How many students were included in the assessment of this outcome? 10: Internship assessment (5) and Portfolio assessment (5) How were students selected to participate in the assessment of this outcome? 1. Students create a digital portfolio with artifacts created throughout the program and submit the portfolio to the instructor as part of their capstone class. At the advanced level, the artifacts available in seniors' portfolios were used to assess the learning outcomes. The links to graduating students' digital portfolios were entered into a spreadsheet. 29 student portfolios were received in Spring 2017. Portfolio links were selected using the online randomizing tool, www.randomizer.com. Of the 29 student portfolios received, 5 were selected for assessment, or 17 percent. 2. Five student internship evaluation forms were randomly selected from a total of 19 sport media internship evaluations (www.randomizer.com), which represented 26 percent of the internship evaluations. **Assessment Methods** Identify the method(s) used to assess this learning outcome. Check all that apply. ☐ Performance or jury □ Benchmarking □Survey ⊠Visual collection (photos, videos, etc.) ⊠Rating of skills (e.g., rubrics) professional standards ☐ Review of student research ☐ Review of thesis/dissertation/ creative

component

⊠Internship

□Interviews

□ Capstone project

☐ Comprehensive, certification, or

professional exam(s)

☐ Oral presentation

☐ Satisfaction Survey

☐Course project

□Other (please specify):

Click here to specify.

Describe the ho	ow the assessment method was implemented, administered, and/or conducted.
In the External	Reviewers Portfolio assessment, Learning Outcome #7 is assessed in four categories:
1)	evidence of the ability to write clearly and without errors (Excel Column L)
2)	craft language for interesting and effective communication (Excel Column M)
3)	write across platforms effectively (Excel Column N)
4)	communicate to wide and diverse audiences (Excel Column O)
	Appendix For Excel Sheet / Results
External review	vers reviewed 8 portfolios and received two links: 1) a link to a student portfolio, and 2) a link to an online
survey Fach re	eviewer was asked to review the student's work and rate the work on a 5-point-scale.
1=	Poor or no representation of Learning Outcome
2=	Somewhat poor representation of Learning Outcome
3=	Average representation of Learning Outcome
4=	Good representation of Learning Outcome
5=	Outstanding representation of Learning Outcome
understanding Internship Sup 1 = 2 = 3 = 4 = 5 = 6 = 7 =	ip Assessment, supervisors provided an overall assessment of Learning Outcome #7 – student demonstrates an of the writing, editing and production techniques of mass communication specialties ervisors were asked to assess the student's work and rate the work on a 7-point-scale. Not Applicable Understanding Not Demonstrated Demonstrated Only Slightly Demonstrated Occasionally Demonstrated But Needs Work Demonstrated Well Expertly Demonstrated
Yes, to score be	tment/program faculty have a goal set for this learning outcome? Exter than in 2016 – Internship Evaluations (5.2/7) / Portfolios (4.2/5) — one SMSC professor was selected to evaluate portfolios.
Internship Asse	mary of the results from the assessment of Learning Outcome 7. Essment Score: The overall mean score was 5.8, which is slightly higher than the 2016 score of 5.2. Goal achieved.
Portfolio Asses	sment Score: The mean score was 3.65, which is lower than in 2016. Goal not achieved. Faculty need to review classes, and more writing samples across different platforms need to be added to student portfolios.

SMSC Professor Portfolio Score: 3.8

What do the results suggest about student achievement of this learning outcome?

Students must add more writing samples to their portfolios, and the writing samples should demonstrate an understanding of how to write effectively across multiple platforms. Faculty need to do more portfolio reviews and must meet with industry leaders to understand best industry practices and what skills are expected by industry professionals when students graduate.

Timeline for the Assessment		
□Each Semester	⊠Yearly	□Every other year

Appendix

Page #	Document
15.	Senior Exit Survey Sample
16.	Senior Interview questions
17.	Portfolio Assessment survey
22.	Portfolio Assessment Results – Excel Sheet
23.	Internship Evaluations by Supervisor

Senior Survey

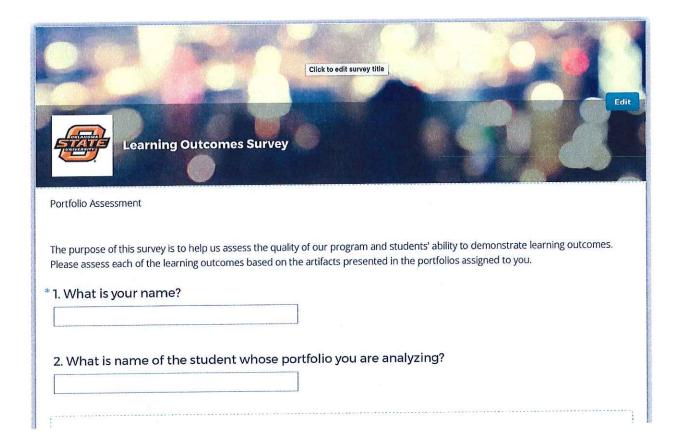
Name:
Circle one answer that reflects your level of achievement:
Learning Outcome 1: Students will demonstrate an appreciation of the constitutional freedoms, legal issues and ethical principles involved in mass communication.
Strongly agree - 5
Agree - 4
Neutral - 3
Disagree - 2
Strongly disagree – 1
Learning Outcome 2: Students will demonstrate an understanding of the relevance of human diversity in mass communication.
Strongly agree - 5
Agree - 4
Neutral - 3
Disagree - 2
Strongly disagree – 1
Learning Outcome 3: Students will demonstrate respect for the history and social role of mass communications. Strongly agree - 5
Agree - 4
Neutral - 3
Disagree - 2
Strongly disagree – 1
Learning outcome 5: Students will demonstrate an understanding of the relevant theories and concepts of mass communications.
Strongly agree - 5
Agree - 4
Neutral - 3
Disagree - 2
Strongly disagree – 1
Learning outcome 8: Students will demonstrate an understanding of the relevant planning and management methods
in mass communication.
Strongly agree - 5
Agree - 4
Neutral - 3
Disagree - 2
Strongly disagree – 1

Senior Interview Questions

- 1. Now that you're about to graduate, what stands out most about your education in the past four years?
- 2. Do you plan to work in your field of study?
- 3. What subject matter / classes were the most difficult to learn in your major? How did you do in the class? Do you still remember what you learned?
- 4. What did you learn that you feel is most beneficial to you? Why?
- 5. Do you think diversity is important in your field of study? Why?
- 6. Do you think you learned a lot about the history of our profession?
- 7. Where do you think you will be in your career in five years?
- 8. What things would you have liked to learn that you didn't?
- 9. Would you feel comfortable researching and planning an event or campaign?
- 10. How do you feel about this accomplishment?

Congratulations! You're an alumnae or alumnus.

Portfolio Assessment Survey





Learning Outcome 4

Learning Outcome 4: Demonstrate critical, creative and individual thinking. Select the level of representation of the above learning outcome in the portfolio based on each of the following questions. * 3. The ability to analyze complex situations accurately. No or poor representation of learning outcome. Somewhat poor representation of learning outcome. Average representation of learning outcome. Good representation of learning outcome. Outstanding representation of learning outcome. * 4. The ability to craft innovative solutions to difficult problems. No or poor representation of learning outcome. Somewhat poor representation of learning outcome. Average representation of learning outcome. O Good representation of learning outcome. Outstanding representation of learning outcome. * 5. The ability to look beyond what is obvious and understand what lies beneath the surface. No or poor representation of learning outcome. Somewhat poor representation of learning outcome. Average representation of learning outcome. Good representation of learning outcome. Outstanding representation of learning outcome.

* 6. The ability to effectively communicate complex ideas and make them understandable.

No or poor representation of learning outcome.

O Somewhat poor representation of learning outcome.

O Average representation of learning outcome.

Good representation of learning outcome.

Outstanding representation of learning outcome.



Learning Outcome 6

Learning Outcome 6: Demonstrate an understanding of the methods and techniques of research and information gathering.

Select the level of representation of the above learning outcome in the portfolio based on each of the following questions.

7. Evidence of the ability to gather information effectively and completely.	
No or poor representation of learning outcome.	
 Somewhat poor representation of learning outcome. 	
Average representation of learning outcome.	
Good representation of learning outcome.	
Outstanding representation of learning outcome.	
* 8. Evidence of initiative and creativity in information gathering.	
No or poor representation of learning outcome.	
 Somewhat poor representation of learning outcome. 	
Average representation of learning outcome.	
Good representation of learning outcome.	
Outstanding representation of learning outcome.	
st 9. The ability to use multiple methods and sources to research information.	
No or poor representation of learning outcome.	
 Somewhat poor representation of learning outcome. 	
Average representation of learning outcome.	
Good representation of learning outcome.	
Outstanding representation of learning outcome.	
* 10. The ability to effectively communicate how information was gathered.	
No or poor representation of learning outcome.	
 Somewhat poor representation of learning outcome. 	
Average representation of learning outcome.	
○ Good representation of learning outcome.	
Outstanding representation of learning outcome.	



Thank you

We appreciate you sharing your time and expertise.

External Reviewer Results - Portfolios

В	С	D	E	F	G	Н	1	J	K	L	M	N	0	P	Q	R	S	T	U	Y	W	X	Y	Z	AA	AB	AC	AD	ΛE	AF	AG
MEZ		STATE OF	Railli Market	N. S.		Tiv		united the	NY THE																						
celly Hises		4	4	4	4	4	4		4	-	4	5		Apre.									details bis relev		L			L			
(elly Haes		3	3	3	3	5	5	5	4	1	4	4	4	Strongly A	gre The student's																
Kelly Haes		3	3	3	3	4	3	4	3	4	- 4	4		Agree.	Iwouldhoe	preferred more	video sample	s that several ve	saffity and per	conality or a de	mo reel with s	one of his	best work. The s	ripled radio spo	teasts are all o	tremely similar	r, and the pode	ests make it ha	nd to will which	one is the stod	eat when sever
Kelly Hixes		2	2	1	3	5	5	- 5	5	1	3	3	3	Neither agr	ee This portfolio	is extremely li	mited and we	uld make it diff	icult for the sta	dent to stand or	tinsendje	b applicant	s. He could bece	fa by adding mo	e videos or pert	ale mous buog	esical coes a	d by having o	ther forms of w	ork samples tha	at would show
Kelly Hass		5	5	5	5	5	5	5	4	4	5	4			gre No. This is an									1							
lanes Poling		4	4	4	3	4	5	1	1	4	4	5			ee Website need												L		ALL WINES		
lenes Poling		3	4	3	3	1	2	1	1		3	4			say Too many de															ļ.,	
eres Poling		5	5	5	5	5	4	- 5	5	1	4	3	5	Strongly A	gre Home page is	amess, partico	dudy with the	fusparies by	to as the center	piece, but each	other page is o	htspregas	. If people click o	The home pag	the will be a to	pendidak in	the hiring proce	SI.			
exes foling		3	3	3	2	3	2	1	1 2	- 1	2	4	3	Dagree.	Kidles list	ed his Soundalo	nd and o me	tiple times with	in "Works" dia	repeats the sa	ne auto on to	e page.									
ares Poling		5	4	4	4	4	4	1	4	1	3	3	3	Agre.	The seeds to	neone de plo	ae acerbens'e	early of the oce	tacts in bar wi	tea stroise				1					-		
Cyle Fredrick		4	3	3	3	4	3	1	4	4	4	4	4	Neither ter	स्त कर वैद्यक्षास्त.														ļ		ļ
Kyle Fredrick		4	4	4	5	4	5		4	- 1	4	4	4	Agree.								L.,			<u></u>		ļ		ļ	ļ	L
Kyle Fredrick		4	4	3	4	4	3	1	1	- 4	4	4	4	Agee.	1										L						
Kyle Fusirich		4	- 4	4	4	3	4	1	1		4	2	2	Neiber 13	te our disagne.			1				<u></u>			ļ				-	-	
Kyle Fredrich		5	4	4	5	4	4	. 4	4	4	5	4	4	Stonely A	gae.									-			ļ				
A-contwar	9100	54	55	56	55	59	58	59	53	52	57	57	55																		
	nerate	3.85	3.7	3.6	3.7	39	38	19	35	3.4	3.8	3.8	3.6														1			1	-
	over13 money	-3.71																													

Column P question for reviewers: Is the portfolio professional and will it help the student find employment after graduation?

В	C	D	E	F	G	Н	I	J	K	L	M	N	0
SPM	Marin William												
Shipka	THE WATER	4	4	3	4	4	4	3	4	4	4	4	4
Shipka		3	3	3	3	4	3	4	4	4	3	4	3
Shipka		4	4	4	4	4	4	4	4	4	4	4	3
Shipka		4	4	4	4	4	4	3	3	3	4	3	4
Shipka		4	4	4	4	5	5	4	4	4	4	4	5
	total												
	mean	3.8	3.8	3.6	3.8	4.2	4	3.6	3.8	3.8	3.8	3.8	3.8

Internship Supervisor Survey

To what extent does the intern demonstrate the following characteristics?	Not applicable	Not demonstrated	Demonstrated only slightly	Demonstrated occasionally	Demonstrated but needs work	Demonstrated well	Expertly demonstrated
	1	2	3	4	5	6	7
An understanding of the relevant constitutional freedoms, legal issues and ethical principles in mass communications.							
An understanding of the relevance of human diversity in mass communications.							
3. An understanding of the history and social role of mass communications.		77					
4. Critical, creative and individual thinking.							
5. An understanding of the relevant theories and concepts of mass communications.				2			
6. An understanding of the methods and techniques of research and information gathering.							
7. Appropriate writing, editing and production techniques in mass communications.					(M)		
8. An understanding of relevant planning and management methods in mass communications.			4-				